COURSE GOALS
The overall goal of this class is to provide students with a broad-based regional approach to understanding more about the physical and human processes that shape the U.S. Students will emerge from the class with an awareness of the importance of using the spatial perspective and key geographic concepts and skills to help solve "real world" problems. Emphasis is on understanding "local to global" case studies of various regions in space and time. Discussion sections will use maps and other graphics from the new Atlas of Oregon to study local and regional processes and issues as they relate to the national context.

OBJECTIVES
- Identify and understand local, regional, and national processes of environmental and human change.
- Understand the role of geographers in explaining the occurrences and interrelationships of human and physical elements in the landscape.
- Enhance students' ability to think, speak, and write critically about issues that affect people and places in the United States.
- Learn how to think spatially by analyzing sets of comparative spatial graphics.

TEXTS
Required: Regional Geography of the United States and Canada by Tom McKnight (Prentice-Hall, 2001).

STUDENT RESPONSIBILITIES
Two exams (definitions and brief essay questions): 100 pts each): 200
Weekly discussion section assignments: (10 X 10 pts each): 100
Collaborative Team Poster: (presented to class on Fridays starting on Wk 5): 50

LECTURE/DISCUSSION TOPICS:
Wk. 1: Introduction to the Regional Approach. Text, Ch.1 and 5.
Wk. 2: Processes and Patterns of the Physical Environment. Text, Ch.2.
Wk. 3: Population Patterns; Cultural/Historical Landscapes. Text, Ch. 3.
Wk. 4: The North American City. Text, Ch. 4.
Wk. 5: Regions: Atlantic Northeast; Megalopolis. Text, Ch. 6 and 8.
Wk. 6: Appalachians and Ozarks; Inland South; Southeastern Coast. Text, Ch. 9 and 10.
Wk. 7: Heartland; Great Plains and Prairies. Text, Ch. 12 and 13.
Wk. 8: Rocky Mountains; Intermontane West. Text, Ch. 14 and 15.
Wks. 9 and 10: California, Pacific Northwest, Hawaii. Text, Ch. 16, 17, 18.
More details about fulfilling the requirements of GEOG 207...

I. Class Attendance
Since this class is designed to engage students in active discussions of assigned readings, research projects, and atlas activities, it is essential to keep up with reading assignments, attend class regularly, and participate in classroom conversations about course content.

II. Midterm and Final Exams
Each of the two exams in this course is worth 100 points. The questions will be a combination of (1) definitions of key concepts and places discussed in class and in reading assignments; and (2) responses to essay questions. The midterm exam will cover selected information from lectures and discussions centered on content presented during lectures and discussions during Weeks 1 through 4. The final exam will include information presented on student posters as well as selected material discussed in class and in readings during Weeks 5 through 10.

III. Weekly Discussion Section Assignments
Students enrolled in this course will meet once each week with the GEOG 207 Graduate Teaching Fellow, Anika Juhn. Anika will work with small groups of students during this hour to complete ten-point “learning activities” based on maps and other graphics from the new and exciting Atlas of Oregon. Some of these atlas-based activities will be done individually, others will be completed in pairs, and some will be group assignments. It is assumed that students should be able to complete most if not all of each of the ten exercises during regular class time.

IV. Collaborative Team Posters
A team poster focusing on one geographic issue affecting one region of the U.S. will be presented to the class during the final week of the term. Presentation and submission of this poster assignment is required for completion of the course. Students enrolled in GEOG 207 will form (permanent) collaborative discussion groups during the first week of class to complete this assignment. This ongoing group will meet occasionally during discussion sections as well as in person and online outside regular class time as needed.

Working with this small group, students will be asked to:
• Collect data about one issue in one region of the U.S. (the group’s choice!) in the library and online;
• Organize and assemble information and ideas,
• Create an original poster that includes maps and other spatial graphics based on collaborative research and organization of data. A brief bibliography of sources used to create your poster is also required as a key part of this assignment.

Students enrolled in GEOG 207 will select an issue in one of the twelve regions of the U.S. to be the focus of their group’s poster. Teams will then be asked to present their work to the class during the final week of the term (before finals week) on the region they have selected (e.g. Atlantic Northeast and Megalopolis regions on the Friday of Week 5; Appalachians and Ozarks regions on the Friday of Week 6, etc.).