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UWUCC Action-Date: App-3/22/12 Senate Action Date: App 4-17-12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: GEOG 102 - Geography of United States and Canada

Proposed course prefix, number and full title, if changing: GEOG 102 - Geography of United States and Canada

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

New Degree Program Catalog Description Change New Track Other
 New Minor Program Program Title Change Liberal Studies Requirement Changes in Program

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		9/16/11
Department Chairperson(s)		9/16/11
College Curriculum Committee Chair		9/30/11
College Dean		9/30/11
Director of Liberal Studies (as needed)		3/2/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:	Edel Reilly TECC Chair	2/29/12
UWUCC Co-Chairs	Gail Sechrist	3/22/12

Please Number All Pages

Received

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SEP 30 2011

Liberal Studies

Liberal Studies

Current Catalog Description:

GEOG 102 Geography of United States and Canada

3c-01-3cr

The cultural landscape of North America is studied. The relationship between man and environment is examined and spatial patterns of environment, economy, society, and politics are considered.

Proposed Catalog Description:

Proposed Catalog Description:

GEOG 102 Geography of the United States and Canada

3c-01-3cr

Provides a conceptually based introductory level geography course that focuses on the American landscape. Includes mapping culture regions, tracing settlement patterns, resource use, environmental perceptions, the interplay of urbanization, industrialization, post-industrialization, and spatial mobility, the occurrence of economically disadvantaged landscapes, and the role individuals and society have in the creation of the geographic landscape.

Rationale: The catalog description submitted when Liberal Studies was introduced somehow did not make it into the undergraduate catalog, which is why the catalog description in the old syllabus of record does not match the current catalog description. The catalog description in the new syllabus of record has only a minor change from that original Liberal Studies description (see old syllabus of record).

**GEOG 102 Geography of the United States and Canada
Syllabus of Record**

I. Catalog Description:

GEOG 102 Geography of the United States and Canada

3 class hours

0 lab hours

Prerequisites: None

3 credits

(3c-0l-3cr)

Provides a conceptually based introductory level geography course that focuses on the American landscape. Includes mapping culture regions, tracing settlement patterns, resource use, environmental perceptions, the interplay of urbanization, industrialization, post-industrialization, and spatial mobility, the occurrence of economically disadvantaged landscapes, and the role individuals and society have in the creation of the geographic landscape.

II. Course Outcomes:

By the end of the semester the students will be able to:

Objective 1:

Define the geographer's perspective by interpreting human behavior and impact on the cultural and physical landscapes.

Expected Student Learning Outcome 1: Informed Learners

Rationale: To model the natural and social worlds geographers use both natural and cultural regions to organize information about places. Map quizzes and exam questions assess students understanding of the interaction of both human and natural regional traits.

Objective 2:

Analyze the physical and cultural features that contribute to the geographic character of the United States and Canada.

Expected Student Learning Outcome 1: Informed Learners

Rationale: The course reflects a way of valuing the aesthetic facets of the two countries and the interrelationships between different cultural subregions and cultural traditions of groups people living in the U.S. and Canada. Course assignments, materials, quiz, and exam questions focus on developing student's understanding of the location of cities, natural resources, rivers, mountains, etc.

Objective 3:

Apply a conceptual framework to geography at the community, regional and national scales.

Expected Student Learning Outcome 1: Informed Learners

Rationale: Similar to the above objectives, this is primarily referring to the use of regions of various scales to describe and interpret various areas of the two countries. An understanding of the concept of the region itself is best assessed in the book assignment included in this proposal because students would have to select what specific information presented in Our Patchwork Nation represents the economic, political and cultural differences between the twelve types of communities (regions) and they are being asked to analyze their home county and compare it to the book's sample community/region.

Objective 4:

Assess knowledge about the United States and Canada and the traits of those places.

Expected Student Learning Outcomes 1 and 2: Informed Learners & Responsible Learners

Rationale: This objective also meets the Informed Learners Outcome because it deals with details about everything from the physiographic formations of different regions to the economic livelihood of a particular area, which would be assessed in review questions in online quizzes and exam questions. This objective also would touch on the responsible learner in issues dealing with resource use, concern for social justice of disadvantaged peoples and regions, and discussions about consequences of decisions and actions by society or individuals on the culture and the physical environment.

Objective 5:

Compare and contrast regions of the United States and Canada and their human and physical characteristics.

Expected Student Learning Outcomes 1 and 2: Informed Learners & Responsible Learners

Rationale: This objective brings together the knowledge acquired about various regions and allows students to evaluate social responsibility and ethical judgment in how North Americans have developed regions thus meeting the Informed Learners and the Responsible Learners outcomes. In class discussions and essay exam questions help students evaluate resource issues and government policies. The most relevant for Western Pennsylvania would be the issues of coal and now Marcellus Shale gas development. Government interventions in regions such as the Tennessee Valley Authority, Appalachian Regional Commission, and federal assistance in construction of water projects in the West are all topics where students will be able to bring an understanding the ethical and behavioral consequences of decisions and actions on themselves, society and the physical environment.

III. Course Outline:

- I. Introduction to Geography and Geographic Methods of Inquiry (3 hours)
 - A. Nature of Geography as a Discipline
 - B. The Place of Geography in the Social Sciences
 - C. Methodology in Geography
 - D. Geographic Grid
 - E. From Topographic Maps to GIS

- II. The Physical Landscape (5 hours)
 - A. Landform Creation, Regions, and Glaciation
 - B. Climatic Factors and Regions
 - C. Vegetation and Soils

- III. Overview of Themes and Issues in the Geography of North America (1 hour)
 - A. Distinctive Characteristics of the U.S. and Canada
 - B. Key Issues in the Future of North America

- IV. Settlement Geography and Patterns of Migration and Mobility (4 hours)
 - A. Geography of North American Indians
 - 1. Origins of American Indians
 - 2. Culture Areas of North American Indians
 - 3. Reservation Period
 - B. Early Settlement Patterns

1. Colonial Powers
2. Three Colonial Cultural Hearths
- C. Population Geography of the U.S.
 1. Immigration Waves
 2. Population Movements in the U.S.
(East to West; Rural to Urban; Migration of Blacks; To Suburbs; To Sunbelt)
 3. Population Trends
(Minority Population Distributions, Age Distributions, Diversity Growth)

EXAM 1 **(1 hour)**

- V. Urbanization, Transportation, Industrialization, and Postindustrialism (4 hours)
 - A. Megalopolis and Cities
 1. Functions and Locations of Urban Settlements
 2. Relationships between and within Cities
 3. Inner Cities and Edge Cities
(Ghettos in Urban America; Homelessness in America; Urban Space and Gender; Gentrification)
 - B. Manufacturing Core and Post-Industrial America (4 hours)
 1. Location of Manufacturing Core
 2. Development of Transportation
 3. Changes from Heavy Industry to High Tech
 4. Pennsylvania Journey

- VI. Cultural Diversity and Conflict (3 hours)
 - A. National Core of Canada
 1. Canadian Settlement Patterns
 2. Canadian Cultural and Regional Diversity
 - B. Tricultural American Southwest
 1. Southwest Border Ethnic Diversity
 2. Southwest Border Economic and Social Conditions

- VII. Resource Values and Environmental Perceptions (3 hours)
 - A. America's Endowment: Traditional Resources
 1. Fossil Fuels and Alternative Energy Sources
 2. Metallic Minerals and Nonmetallic Minerals
 - B. America's Endowment: Nontraditional Resources
 1. Amenities and Recreation Opportunities
 2. Landscape Perception
 - C. Water as a Resource
 1. Environmental Challenges
 2. Excessive Demands/Diminishing Availability

EXAM 2 **(1 hour)**

- VIII. From the Family Farm to Agribusiness (8 hours)
 - A. The Agricultural Heartland
 1. Rectangular Land Survey System
 2. Agricultural Response in the Central Lowlands
 3. Settlement of the Plains & Prairies
 - B. The Lowland South
 1. African American Contributions
 2. Division of Labor: Women at Work
 3. Characteristics of the Post-bellum Period

- C. The Gulf South
 - 1. Special Crops and Unique Environmental Challenges
 - 2. Oil and Ecological Damage
- D. California: Urban and Agricultural Futures

IX. Disadvantaged Landscapes (3 hours)
 A. Appalachia
 B. Maritime Provinces

X. Problems in Regional Development (2 hours)
 A. Role of Planners and Social Change
 B. Rocky Mountains: Region of Conflicts
 C. The Pacific Realm and Northlands: Managing Ecosystems

- 1. Pacific Northwest & Northlands Environments & Human Patterns
- 2. Hawaiian Environment and Human Occupation

Final Exam (2 hours)

Student Outcomes Assessment Matrix Based on Standards of the National Council for the Social Studies

Conceptual Framework	INTASC Standards	NCSS Standards	Course Objectives & Topic Areas	Assessment Technique
1a	1	1. Culture & Cultural Diversity	Objectives 1-5. Regional and Ethnic Differences throughout course	*Sum of all Semester Exams *Final Exam
		2. Time, Continuity, and Change	Objectives 1-2, 5 Settlement patterns and regional changes through time covered throughout course	*Sum of all Semester Exams *Final Exam
		3. People, Places, & Environments	Objectives 1- 5 Entire Content of course	*Sum of all Semester Exams *Final Exam
		7. Production, Distribution, and Consumption	Objectives 1-2, 5 Agricultural, Industries, Mining & Urban	*Sum of all Semester Exams *Final Exam

***Indicates Key Assessments designated for mean and score reporting.**

Standard Rubric for Assessing Student Products and Calculating Class Mean Score

TARGET	ACCEPTABLE	UNACCEPTABLE
Assignment exceeds the competencies outlined in the directions, which are tied to the course objectives that it assesses.	Assignment meets basic competencies outlined in the directions, which are tied to the course objectives that it assesses.	Assignment fails to meet basic competencies outlined in the directions and typically falls significantly below the average performance of the class.

COE-ET--College of Education and Educational Technology NCSS-National Council for the Social Studies

IV. Evaluation Methods:

The final grade will be determined as follows:

- Two exams during the semester at 100 points each 200 points
- Map Quizzes 100 points
- Book Essay or Quiz on Supplemental Book 50 points
- Exercises and pop quizzes 50 points
- Final Exam 100 points
- 500 points

V. Grading Scale

The number of total possible points in the course will be divided by the number of points a student earns with the following grading scale:

A: 90% or above B: 80-89% C: 70-79% D: 60-69% F: less than 60%

VI. Attendance Policy

Although attendance is not taken, students are strongly urged to attend class because student learning is enhanced by regular attendance and participation in class discussions. [Individual faculty members will develop their own policy in compliance with the university attendance policy].

VII. Required Textbook and Supplemental books

Below are three examples of current available textbooks from which faculty will select one:

Birdsall, Stephen, Eugene Palka, Jon Malinowski, and Margo Price. 2009. *Regional Landscapes of the United States and Canada*. 7th ed. Hoboken, N.J.: Wiley.

Hardwick, Susan, Fred Shelley, and Donald Holtgrieve. 2008. *The Geography of North America: Environment, Political Economy and Culture*. Upper Saddle River, N.J.: Prentice Hall.

Hudson, John C. 2002. *Across This Land: A Regional Geography of the United States and Canada*. Baltimore: Johns Hopkins Press.

Supplemental book:

The following books are examples of possible choices that could be used as the supplemental book:

Chinni, Dante and James Gimpel. 2010. *Our Patchwork Nation: The Surprising Truth About the "Real" America*. New York: Gotham Books.

Jenkins, Peter. 2001. *A Walk Across America*. New York: Perennial.

Bibliography:

Black, Brian. 2000. *Petrolia: The Landscape of America's First Oil Boom*. Baltimore: Johns Hopkins Press.

Colten, Craig E. 2006. *An Unnatural Metropolis; Wrestling New Orleans from Nature*. Baton Rouge: Louisiana State University Press.

Ford, Larry. 2003. *America's New Downtowns: Revitalization or Reinvention?* Baltimore: Johns Hopkins Press.

Hart, John Fraser. 1975. *The Look of the Land*. Englewood Cliffs, NJ: Prentice Hall.

Hart, John Fraser. 2003. *The Changing Scale of American Agriculture*. Charlottesville: University of Virginia.

Hayden, Dolores. 2003. *Building Suburbia: Green Fields and Urban Growth, 1820-2000*. New York: Pantheon.

Halvorson, Peter L. and William M. Newman. 1994. *Atlas of Religious Change in America*. Atlanta: Glenmary Research Center.

- Jordan, Terry G. and Matti Kaups. 1989. *The Backwoods Frontier: An Ethnic and Ecological Interpretation*. Baltimore: Johns Hopkins Press.
- Lees, Loretta, Tom Slater, and Elvin Wylie. 2007. *Gentrification*. New York: Routledge.
- McIlwraith, Thomas F. and Edward K. Muller, eds. 2001. *North America: The Historical Geography of a Changing Continent*. 2nd ed. New York: Rowman and Littlefield.
- McDowell, Linda. 1997. *Capital Culture: Gender at Work in the City*. Oxford: Blackwell.
- Meinig, David W. 1988. *Imperial Texas: An Interpretive Essay in Cultural Geography*. Austin: University of Texas Press.
- Noble, Allen G., ed. 1992. *To Build in a New Land: Ethnic Landscapes in North America*. Baltimore: Johns Hopkins Press.
- Pattilo, Mary. 2007. *Black on the Block: The Politics of Race and Class in the City*. Chicago: University of Chicago Press.
- Paterson, J.H. 1994. *North America: A Geography of the United States and Canada*. 9th ed. New York: Oxford.
- Rehder, John. 2004. *Appalachian Folkways*. Baltimore: Johns Hopkins Press.
- Schein, Richard, ed. 2006. *Landscape and Race in the United States*. New York: Routledge.
- Starrs, Paul F. 1998. *Let the Cowboy Ride: Cattle Ranching in the American West*. Baltimore: Johns Hopkins.
- Ward, David. 1971. *Cities and Immigrants: A Geography of Change in Nineteenth Century America*. New York: Oxford University Press.
- Wood, Joseph S. 2002. *The New England Village*. Baltimore: Johns Hopkins University Press.
- Zelinsky, Wilbur. 1992. *The Cultural Geography of the United States*. 2nd ed. Englewood Cliffs, NJ: Prentice Hall.

2. Summary of the Proposed Revisions:

- 1) Catalog description change.
- 2) Revision of course objectives.
- 3) Addition of other items to course syllabus such as attendance policy and grade scale. Plus an updating of the bibliography.
- 4) Updating course outline.

3. Rationale:

- 1) The catalog description submitted when Liberal Studies was introduced somehow did not make it into the undergraduate catalog, which is why the catalog description in the old syllabus of record does not match the catalog. The catalog description in the new syllabus of record has only a minor change from that original Liberal Studies description (see old syllabus of record).
- 2) The expectations for course objectives have changed dramatically since this course was last revised in the late 1980s. Today the emphasis is on establishing student centered, measurable objectives thus the objectives have been updated.
- 3) The addition of other items to the syllabus of record again reflects changes in expectations for a syllabus of record at IUP since the course was last revised.
- 4) The course outline has been updated. The order the regions are covered is primarily determined by the textbook selected.

Sample Assignment for Liberal Studies Course:

Our Patchwork Nation: The Surprising Truth About the 'Real' America Paper Geography of U.S. & Canada Sect. XX

Paper is Due: _____

Your 3-5 page typed double spaced essay on the book using **12pt Times New Roman font** should focus on the characteristics of each of the twelve types of communities described in the book. Include information about the economy, politics and cultural differences between the twelve types of communities.

Look up your own home county in the appendix, how does it compare to the example county found in the book. Select a different type of county that you might like to live in after your graduate from IUP. Explain why you choose that type of county and how do you expect it to be different from your home county.

Remember to not just concentrate on one section of the book, but reflect information presented throughout the book. Keep quotations to a minimum and remember to include page numbers for any quotes. Long quotes are to be single spaced and indented.

Include your Name, Section Number, and please staple your pages. Alternatively, you may submit your paper on Moodle/D2L, this extends the deadline to midnight.

See www.patchworknation.org for colored interactive maps and other resources about the book.

Grading Criteria for *Our Patchwork Nation* Book Essay:

A papers would generally have the following criteria:

- Three or more pages and minimal spelling and/or grammatical errors
- All twelve regions are described clearly and distinguished from each other
- Includes information from the Economy, Politics and Culture chapters at the end of the book
- Includes a thoughtful reflection on their home county as compared to the book's example county for that region
- Includes a thoughtful reflection about a different type of county they might want to live in

B papers would generally have the following criteria:

- Correct length with a moderate number of spelling and/or grammatical errors
- Each of the twelve regions is described but not in much detail
- Information from the Economy, Politics and Culture chapters is missing or brief
- Home county is compared to book's example county but with minimal detail
- Reflection about a different county is missing or described with minimal detail

C papers would generally have the following criteria:

- Paper is 2/3 to 1/2 pages short
- Spelling and/or grammatical errors are common
- Detail is missing in description of twelve community types or some community types are missing
- Minimal or no mention of Economy, Politics and Culture chapters from the end of the book
- Comparison of home county to book example is missing or has little detail
- Reflection about a different county is missing or described with minimal detail

D papers would generally have the following criteria:

- Paper is two pages or less
- Spelling and/or grammatical errors are very common
- Detail is missing in description of 12 community types and/or multiple community types are missing
- No mention of Economy, Politics and Culture chapters from the end of the book
- Comparison of home county to book example is missing or very short
- Reflection about another type of county they might want to live in is missing or very short

F papers would generally have the following criteria:

- Paper is less than 2 pages
- Spelling and/or grammatical errors are very common
- Detail is missing in description of 12 community types and/or multiple community types are missing
- No mention of Economy, Politics and Culture chapters from the end of the book
- Comparison of home county to book example is missing
- Reflection about another type of county they might want to live in is missing

GEOG 102 Liberal Studies Approval Questions

- 1) **The two or three instructors who regularly teach Geography of the U.S. and Canada will meet at least once a year to discuss the course and exchange syllabi and information about new resources and activities used in teaching the class.**
- 2) **Information about minorities and ethnic groups is covered most explicitly in sections about Population Geography and Geography of Native Americans. These topics are also important in discussion of any regions of the U.S. and Canada where minority groups reside in large numbers such as African Americans in the Lowland South; Native Americans in the Southwest, Oklahoma and Northlands; Hispanics in the Southwest; or French Canadians in Quebec. Additionally *Our Patchwork Nation* has chapters titled “Immigration Nation” and “Minority Central.” Every regional chapter has charts showing percentage of race/ethnic breakdown and percentage of immigration over time for all 12 regions. In *A Walk Across America* Peter Jenkins lives with a black family for several months and describes his firsthand experiences with their culture and he describes the rejection he faced when people perceived him as a Northern “hippie”.**
- 3) **The course includes a required second book. Recent examples include *Our Patchwork Nation: The Surprising Truth About the “Real” America* and *A Walk Across America*. Papers on the book are traditionally used to evaluate the student’s comprehension of the book. It will be the chair’s responsibility when reviewing textbook orders to ensure that this requirement is maintained.**
- 4) **This course introduces geography to students without expectation that they know much about geography or more specifically the Geography of the United States and Canada. Majors rarely take this class and so the content is geared towards broadening the student’s geographic knowledge about the U.S. and Canada at a beginner’s college level. Our introductory Human Geography course for majors, GEOG 230 Cultural Geography, also begins with basic introductory material.**

Rewards of Ethnic Diversity in American Geography

3. Methodology in Geography.

Structuring Social Data
Using Geographic Insights and Perspectives

4. Geographic Grid.

5. From Topographic Maps to Remote Sensing.

6. Cognitive Mapping.

Scale of Observation
Meaning of Personal Space

B. The Physical Landscape. (5 lectures)

1. Landform Regions.

2. Climatic Patterns and Glaciation.

3. Soils and Vegetation.

C. Overview of Themes and Issues in the Geography of America. (2 lectures)

1. Perceptions of America--Foreign and Domestic.

2. Characteristics of the Labor Force in Post-Industrial America.

Traditional Roles in Primary/Secondary Sectors
Women and the Tertiary Sector

3. Environmental Concerns.

D. Settlement Geography and Patterns of Migration and Mobility.
(3 lectures)

1. Native Americans.

2. European Immigration.

3. Minority Population Distributions.

Blacks
Hispanics
Asians

4. Interregional Patterns of Migration.

East to West

Rural to Urban
Interregional Flows
Migrations of Blacks
Amenity-Related Population Shifts

- E. Regional Focus. (4 lectures)
1. The Geography of the Former Cotton South.
 2. The Changed Geography of the Industrial South.
Black Contributions
Division of Labor--Women at Work
 3. The Gulf South: Wealth and Position.
Oil and Capital
Ecological Damage
- F. Urbanization and Industrialization. (5 lectures)
1. Dwelling in an Urban Environment.
Ghettos in Urban America
Homeless in America
Urban Space and Gender
Gentrification
 2. Megalopolis-- The Creation of Jean Gottmann.
 3. The Manufacturing Core and Industrial Decline.
Iron Ore, Coal and the Great Lakes
Living with Social Change
Redefining the Resource Base
 4. California: Modern Urban Image.
Spatial Model for the Future
The Artificial Environment
- G. Cultural Diversity and Conflict. (3 lectures)
1. National Core of Canada.
 2. Hispanic America.
- H. Resource Values and Environmental Perceptions.
(3 lectures)
1. America's Endowment: Traditional Resources.
Fossil Fuels and Alternate Energy Sources
Metallic Minerals

Non-metallic Minerals

2. America's Endowment: Non-traditional Resources.

Amenities and Recreation Opportunities
Landscape Perception

3. Water as a Resource.

Environmental Challenges
Excessive Demands/Diminishing Availability

I. From the Family Farm to Agribusiness. (5 lectures)

1. Rectangular Land Survey System.

2. The Agricultural Heartland.

3. California and the Future of American Agriculture.

J. Disadvantaged Landscapes. (3 lectures)

1. Appalachia.

2. Maritime Provinces.

K. Problems in Regional Development. (3 lectures)

1. Role of Planners and Social Change.

Public Transportation and Personal Mobility
Housing/Shelter and Child Care Facilities
Delivery of Health Services

2. Rocky Mountains: Region of Conflicts.

2. Pacific Northwest: Managing an Ecosystem.

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

50%/75% Exams. Two or three exams consisting of any one of the following types of exams or a combination of the following types of exams: essay, multiple choice, map and photo identification, and true-false.

25% Cumulative Final Exam

[25% Geographic activities assigned by the instructor and varying each semester ranging from map exercises and readings to attendance at outside lectures.]

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook:

Birdsall, S. S. and J. W. Florin, Regional Landscapes of the United States and Canada, New York: John Wiley and Sons, 1985.

or

White, C. L., E. J. Foscoe and T. L. McKnight, Regional Geography of Anglo-America, New York: Prentice-Hall, 1985.

Supplemental Books:

To be selected from such examples as follow:

Agnew, J., The United States in the World Economy, New York: Cambridge University Press, 1987.

Garreau, J., The Nine Nations of North America. New York: Avon, 1981.

Supplementary Readings:

Ballas, Donald J., "Changing Ecology and Land-use Among the Teton Dakota Indians, 1680-1900," Bulletin of the Illinois Geographical Society, 27 (2), 1985, pp. 35-47.

Boswell, T. D. and M. Rivero, "Cubans in America: A Minority Group Comes of Age," Focus, 35 (2), 1985, pp. 2-9.

Borchert, J. R., "Persistent Places and Paths on the Middle Western Plain," Journal of Geography, 85 (5), 1986, pp. 218-223.

Carstensen, L. W., "The Burger Kingdom: Growth and Diffusion of McDonald's Restaurants in the United States, 1955-1978," Geographical Perspectives, #58 (1986), pp. 1-8.

Conzen, M.P., "The Changing Character of Metropolitan Chicago," Journal of Geography, 85 (5), 1986, pp. 224-236.

Hart, J. F., "The Persistence of the Family Farming Areas," Journal of Geography, 86 (5), 1987, pp. 198-203.

Jablonsky, T. J., "From The Jungle to the Council: A Historic Sense of Place," Journal of Geography, 85 (5), 1986, pp. 237-244.

- Knight, D. B., "The Other Side of the Tracks: Perceptions of an Urban Place," Journal of Geography, 86 (1), 1987, pp. 14-18.
- Leinback, T. R. and C. Amrhein, "A Geography of the Venture Capital Industry in the United States," Professional Geographer, 39 (2), 1987, pp. 146-158.
- Mattingly, P. F., "Pattern of Horse Devolution and Tractor Diffusion in Illinois, 1920-1982," Professional Geographer, 39 (3), 1987, pp. 298-309.
- Pillsbury, R., "From Hamburger Alley to Hedgerose Heights: Toward a Model of Restaurant Location Dynamics," Professional Geographer, 39 (3), 1987, pp. 326-344.
- Rose, G. S., "Quakers, North Carolinians and Blacks in Indiana's Settlement Pattern," Journal of Cultural Geography, 7 (1), 1986, pp. 35-48.
- Sechrist, G. S., "Changes in the Location and Role of Louisiana's Urban Churches, 1865-1940," vol. 25. Baton Rouge: Louisiana State University, Geoscience and Man, 1988.
- Viriden, M. A., "A Geographical Perspective for Strategic Planning of a Medical Center's Women's and Children's Services," Geographical Perspectives, #56 (1985), pp. 26-37.
- Zelinsky, W. and D. F. Sly, "Personal Gasoline Consumption, Population Patterns, and Metropolitan Structure: The United States 1960-1970," Annals of the Association of American Geographers, 74 (2), 1984, pp. 257-278.

VI. SPECIAL RESOURCE REQUIREMENTS

None

VII. BIBLIOGRAPHY

- Brunn, S. D. 1974. Geography and Politics in America. New York: Harper and Row.
- Clark, D. 1985. Post-Industrial America: A Geographical Perspective. New York: Methuen.
- Elliot, I. L. 1983. Two Nations, Many Cultures. 2nd ed. Toronto: Prentice-Hall.
- Hart, J. F. 1975. The Look of the Land. Englewood Cliffs, N.J.: Prentice-Hall.

Paterson, J. H. 1984. North America. New York: Oxford University Press.

Thomas, R. S. 1978. The U.S. and Canada: Present and Future. Columbus, Ohio: Charles E. Merrill.