PROPOSING FACULTY: Thomas Harvey

COURSE TITLE AND NUMBER: GEOG 351 Pacific Northwest

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OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES
BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S): Martha Wolf  DATE: 28 Oct 05

_________________________. DATE: ___________.

CLUSTER COORDINATOR: Becky Baer  DATE: Oct 31, 2005

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL
MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163)
BY NOVEMBER 1, 2005

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COURSE APPROVED FOR CLUSTER INCLUSION


CHAIR, UNST COMMITTEE: ________________________________  DATE: ___________.
University Studies
Cluster Course Addition
Adding a previously unapproved course to a cluster

PROPOSING FACULTY: (Name, signature, and department)

Thomas Harvey
Geography

1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION

GEOG 351 Pacific Northwest

Study of the Pacific Northwest as a region of the United States. Overview of the region and its relationship to other parts of the world will be followed by an analysis of the physical environment, natural resources, agriculture, manufacturing, transportation, population, and urban development. Special attention will be paid to theoretical developments in contemporary regional geography issues. Recommended prerequisite: upper-division standing.

B. DEVELOPMENT
Is the course based upon an existing course, or is it a new course under development?

This is an existing course.

C. AVAILABILITY
With what regularity has the course been—or will the course be—offered?

Offered once a year. Enrollment has been 30-40.

D. PREREQUISITES
List any course prerequisites beyond the cluster Sophomore Inquiry course.

None

2. COURSE OUTLINE.
Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course.

See attached syllabi for Winter, 2003 and Fall, 2005.

The course has been taught by adjunct professors for the past several years. In the future, following a FRINQ (Columbia Basin) commitment and sabbatical, it will be taught by Thomas Harvey, a professor in the geography department.
3. GENERAL EDUCATION GOALS.

A. COURSE CONTENT & SUITABILITY FOR CLUSTER
Discuss the course content in relationship to the thematic focus of the cluster.

The course explores regions, places, landscapes, and maps to examine the contemporary
cultural and economic geography of the Pacific Northwest. The concept of culture is
explored in the formation of a distinctive cultural region. Cultural traditions – their strengths
and tensions – are examined in topical study of immigration, ethnicity, religion, language,
place names, and folk architecture. Socioeconomic relationships are developed in the study
of natural resource exploitation, agriculture, industry, and urban places. The relative success
of particular groups, and the inherent conflicts with other groups, thread through the class.
Discussion of cultural distinctiveness in a global economy appears frequently as this region
(which connects with Canada and the Pacific Rim) goes through simultaneous trends local
distinctiveness and global sameness.

B. UNST GOALS
Indicate what materials and assignments will address those University Studies goals
appropriate to the course content and cluster theme (the goals are Inquiry and Critical
Thinking, Communication, Diversity of Human Experience, and Ethical Issues & Social
Responsibility).

Inquiry and Critical Thinking

I strongly encourage students to recognize the selective storytelling that is teaching. I lecture
on particular topics. The text author covers certain aspects of regions. This class is strongly
focused on geography as exploration and discovery. My goal is that students learn to learn—
and to see their world as geographers do. The exercises and exams concentrate on
investigation, critical thinking, making connections, and drawing analogies.

Communication

While the primary product from students is written, the skills involved in learning geography
include visual analysis in reading landscapes (presented with slides), assessing graphic
displays including maps, and correlating quantitative data with geographic patterns. Active
class participation is encouraged through small-group exercises and large-group discussions.

Diversity of Human Experience

Cultural and class perspectives are at the core of the course, which explores how the Pacific
Northwest region developed, and how concepts of place and locality are emerging in what is
often seen as a homogenizing world. In the early part of the course, there is considerable
emphasis on the intersection of culture groups and the land, including Native Americans,
early Anglo settlers, and more recent Hispanic immigrants. In the latter part, we turn to
economics, class, rural-urban distinctions, and emerging regional identities (e.g. Ecotopia
and Cascadia).
Ethical Issues & Social Responsibility

Group projects are embedded in the course. Learning about cultures and discussing cultural difference is a major component of the class. While the course is not specifically about ethics or responsibility, some topics (such as Native American fishing rights, land stewardship, and the urban-rural divide) include aspects of land and social ethics and discussion of differing opinions.

C. CLASSROOM ENVIRONMENT
Discuss the teaching strategies employed in the course and how they articulate with the student-centered, active-learning strategies characteristic of University Studies courses.

The course is an examination of the Pacific Northwest as a distinct physical and cultural region (largely through reading and discussing the text) and an exploration of topics such as population, environmentalism, agriculture, and cities (through lectures and assignments).

Exams are typically short essay exams which expect students to synthesize material covered in readings, exercises, and lectures.

Active learning includes a series of take-home exercises followed by discussion; several in-class group exercises and discussions; and discussion of topics raised in the readings and lectures. With enrollments of up to 50, student interaction has been possible during the lectures.
Geog 351: Pacific Northwest
MW 14:00 - 15:50  CH418

Dr. Craig S. Revels
Office: CH424A
Phone: 503.725.3916 (message)
Email: revels@pdx.edu
Office hours: MW 12-1, T 12:30-1:30 and by appointment

Course overview
One of the most effective ways of understanding varied places and peoples is through the study of regions, which usually incorporates multiple spatial and temporal perspectives. This class is a general introduction to the region commonly known as the Pacific Northwest. Our explorations will begin with the physical environment which helps define the region, then turn to pre-European peoples and landscapes. We will then focus on the arrival of European and American explorers in the region, which eventually led to settlement and development and created the foundation for the modern Pacific Northwest. The emphasis will then shift from historical geographies to more contemporary geographies, including modern population and settlement patterns, urban perspectives, and the geography of resources. We will then conclude the term with discussion of current issues and challenges, and explore the role of regionalism and regional identity in the modern Pacific Northwest.

This class will be a mix of lecture and in-class discussion, with emphasis placed on student participation and discussion of the assigned readings. In-class activities may include occasional short writing assignments, small group discussions, films, and/or guest speakers, and attendance is essential to doing well in the class.

Readings

Given the integral relationship between human society and the physical environment in the Pacific Northwest, our primary text will be a series of essays gathered under the rubric of environmental history but written by a range of academic and regional perspectives. We will read approximately half of the essays in this text, but hopefully you will take advantage of the opportunity (either during the term or after) to read those that are not required for the course.


This perspective on the peoples and landscapes of the Pacific Northwest is now over a decade old, but is still relevant to understanding the contemporary region in which we all live. We will spend a small amount of class time discussing the book and its perspectives on life in the Northwest, and it will frame our class-ending discussions of regionalism and identity. In addition, you will be expected to write a review essay (2-4 pages) on the book and its themes.
Additional readings (as necessary) will be made available by the professor for the progress of the class. Students are also encouraged to read local newspapers for topics of relevance to the class and present them for discussion.

**Grading**

Grades in this course will be based on your performance on two quizzes, a short review essay for *The Good Rain*, a paper on an approved topic, and class participation/attendance. Standard PSU grading scales will be used, and the breakdown of grade values will be as follows:

- Quiz 1 (2/2) 20 pts.
- Quiz 2 (2/23) 20 pts.
- Review essay 10 pts.
- Paper 30 pts.
- Participation/attendance 20 pts.

**Tentative Class Schedule**

*Week 1 (1/6-1/8):*
No class (Conference of Latin Americanist Geographers meeting, Tucson)

*Week 2 (1/13-1/15):*
Physical geography of the PNW

*Week 3 (1/20-1/22):*
Pre-European peoples and landscapes

*Week 4 (1/27-1/29):*
Exploration and settlement

*Week 5 (2/2-2/4):*
Contemporary peoples and landscapes, urban geography

*Week 6 (2/9-2/11):*
Resources - water

*Week 7 (2/16-2/18):*
Resources - forests

*Week 8 (2/23-2/25):*
New economies, new issues

*Week 9 (3/3-3/7):*
No class (Association of American Geographers meeting, New Orleans)

*Week 10 (3/10-3/12):*
*The Good Rain* and PNW identity, review essays due

**Finals Week:**
No final exam, papers due Wednesday 3/19, 2 p.m.
Pacific Northwest
Geography 351

Instructor: Martin Lafrenz
Office: CH 424-E
Office Hours: MTW 2:00-3:30 or by appointment
Email: lafrenz@pdx.edu

Required Texts:

Other Required Readings:

Course Description: What would the Northwest be like without the Columbia River, Mt. St. Helens, salmon, Starbucks, or brew pubs? Each of these elements contributes to our sense of this place we call the Pacific Northwest. This course is a study of the Pacific Northwest as a region of the United States. Following an introduction to the region and its relationship to other parts of the world, we will analyze its physical environment, natural resources, agriculture, tourism, landuse planning, and urban development. Through readings, media, exercises, and discussion, we will assess our impact on this region as well as how this dynamic landscape influences our lives.

Student Responsibilities: Students will be expected to attend all class meetings. Students are expected to complete all weekly readings and to participate in class discussions and activities. Grading will be based on quizzes, written work, a group project, a final exam, and class participation. Prerequisites: Geography 210 & 230 (recommended)

Grading: Final grades will be calculated based on:
- Quizzes (20%)
- Sense of place essay (2-3 pages, double-spaced) (10%)
- Book report on *The Good Rain* (2-3 pages, double-spaced) (20%)
- Group research project (7-10 pages, double-spaced) and presentation (10 minutes) (25%)
- Final Exam (20%)
- Class participation (5%)
All due dates are final. Students who have a learning disability that may affect their performance should contact the Disability Resource Center, Suite 435 Smith Memorial Student Union, and meet with me as soon as possible so that accommodations can be made. There is no extra credit offered in this course. **Late assignments will be penalized 10%, if turned in within one week of the due date, and will not be accepted after that point.**

### Course Outline

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<tr>
<th>Topics</th>
<th>Readings</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>The natural environment</td>
<td>Goble chp. 1; Jackson pp 1-9, 45-51, 59-75, 88-91</td>
<td>Select group project</td>
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<td>Settlement history</td>
<td>Goble chp. 2, 4, &amp; 5; Jackson pp 10-30</td>
<td>Sense of place essay due Thursday, 10/6</td>
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<tr>
<td>Forestry, water resources</td>
<td>Goble chp. 19 &amp; 21; Ullman article; Jackson pp 85-88, 92-100</td>
<td>Quiz 1 Thursday, 10/13</td>
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<td>Fisheries, Electricity production</td>
<td>Goble chp. 12, 13, &amp; 14; Jackson pp 101-123</td>
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<td>Agriculture</td>
<td>Goble chp. 15, 17, &amp; 18; Jackson pp 76-84</td>
<td>Quiz 2 Tuesday, 11/1; No class 11/3</td>
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<td>Non-timber forest products</td>
<td>Goble chp. 22 &amp; 23; Jackson pp 124-126, 139-147</td>
<td>Good Rain book report due Tuesday, 11/6</td>
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<td>Minerals, tourism</td>
<td>Goble pp 523-528; Jackson pp 52-58</td>
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<td>Landuse planning, cities</td>
<td>Goble chp. 9 &amp; 11</td>
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<td>Tribal lands and reservations</td>
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<td>Presentations</td>
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<td><strong>Final Exam</strong></td>
<td><strong>Thursday, December 8th</strong></td>
<td><strong>Final Exam 8:00-9:50</strong></td>
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