

Course Syllabus - Fall Term, 2023

Geography of the United States: A Regional Study

GEOG 2580 D01

Contacting your instructor

For information on contacting your instructor as well as other important information from your instructor, see the Instructor Letter link in your course website.

Course Description

The University of Manitoba *Undergraduate Calendar* describes this course as follows:

A regional study of the United States. Lectures are the same as those given in one term of GEOG 2560 (or 053.256). May not be held with GEOG 2560, 053.256, 053.330, GEOG 3650 or 053.365. Prerequisite: **a grade of "C" or better** in a minimum of three credit hours from Geography courses numbered at the 100 level, or written consent of department head.

Why study regional geography?

The first step in achieving geographic literacy is knowing the locations of places and peoples, and the second level of literacy pertains to the physical (natural) and human characteristics of the diverse places of our world. An even higher and more complex comprehension and competence involves the dynamic relationships between peoples and places; these relationships explain the continuities and changes in their characteristics. The geographically literate person, for example, understands why communities are located where they are, how people have shaped these communities into distinctive places, and how these places have, in turn, affected peoples' lives. Geographic literacy also involves the use of knowledge to solve problems and make decisions in our daily lives. You may be interested in reading more about the importance of geographic literacy in *Why Geography Matters: Three Challenges Facing America* (Harm de Blij, 2005).

Regional geography deals with how people use the land, how air pollution at one location affects another location a great distance away, and how cultural groups develop and maintain distinctive ways of life. Knowledge of regional geography can add to one's understanding and appreciation of the world around us. It can make survival possible by providing us with the knowledge we need to locate suitable places to grow food and to organize natural resources that will supply clothing and shelter.

Aspects of regional geography play interactive and supportive roles in human life. For example, by studying the relationships between the Lakotas Peoples of the North American Great Plains and their environment, the study of movement becomes critical to explaining the nomadic way of life these people followed, due to their reliance for survival upon the buffalo.

Regional geography and the United States

In attempting to understand the world better, geographers and others have long found it useful to subdivide earth space into smaller areas, or regions, for more detailed analysis. As an independent country within the world community, the United States is a region. It is on that basis why it can be singled out as the area of study in this course; and within that framework we examine the physical and human elements of the American landscape. You will learn about these elements, which are presented not only in their own right, but also in terms of the interactions occurring among them.

Course Goals

A geography course such as the “Geography of the United States” broadly proposes to help you, the student, to comprehend the world you see outside your window better. The major goal of this course, then, is to provide you with a broad-based regional approach to understanding more about the physical and human processes that shape the United States.

The five specifically geographic goals of this course are:

- to discuss the geography of the United States as a field of regional study;
- to examine the major geographical regions of the United States, with attention to their physical and human characteristics, and to show how these characteristics interplay with the economic, social, political and cultural aspects of human life;
- to illustrate and define regions as a means of interpreting the complexity of the United States;
- to demonstrate the concept of site and situation in relation to human settlement, especially cities with their characteristics, distribution and complexity; and
- to discuss factual knowledge of the United States, both generally and specifically.

The two general academic goals are:

- to write critically about issues that affect people and places in the United States through the completion of several written assignments; and
- to relate and to synthesize factual information from several sources, through comparative studies, of the various unique and diverse regions of the United States.

Course Materials

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so.

Required Text Books

Birdsall, Stephen S., Malinowski, Jon C., & Thompson, Wiley C. (2017). *Regional Landscapes of the United States and Canada*. 8th ed. New York: John Wiley and Sons.

This is available for purchase from the Bookstore in hard copy (black and white); however, the e-text is easily available for purchase online. The following link will take you to a web site where you can purchase the code (for purchase) directly...

<https://www.campusbookstore.com/link/?id=ab2e45e7-5414-434e-a742-e47b9e35883b>

[<The access code is: ISBN is 9781119319320>](#)

Also, if you are accessing your booklist online, there will also be a hyperlink under the etext listing. This will take you to the same website.

Several chapters in the textbook include material on both the United States and Canada. For this course, you are responsible only for the material concerned with the United States. Nonetheless, since most of you are undoubtedly more familiar with Canada, those chapters that cover both sides of the international boundary, plus the authors' remarks on the Canadian counterpart of the corresponding region in the United States may prove to be a useful bridge toward a better understanding of our American neighbour.

In addition to the written descriptions and explanations given in the textbook, the maps, diagrams, tables, and photographs are also important. Too often we concentrate on the written work and ignore supplementary material. In this textbook, such material is integrated into the written descriptions and explanations and is, therefore, critical to the authors' overall presentation. The old Chinese proverb that "a picture is worth a thousand words" is very true in this book, as it is in most geography books. Incidentally, do not overlook the case study in each chapter of your textbook, as well as the Glossary and the Map Appendices located at the back of your textbook.

Writing Aids

Do not try to figure out what other people want to hear from you; figure out what you have to say. Barbara Kingsolver.

Any or all of following writing aids are good to have on hand for assistance with your Academic Paper assignments in this course, as well as for any of your future academic writing. These aids can be purchased through the University Bookstore; check with them.

Northey, Margot, Draper, Diane, & Knight, David B. (2015). *Making Sense in Geography and Environmental Sciences: A Student's Guide to Research and Writing*, 6th ed. Don Mills, ON: Oxford University Press.

Hay, Iain, & Giles, Philip. (2015). *Communicating in Geography and the Environmental Sciences*, 2nd Cdn ed. Don Mills, ON: Oxford University Press.

Kneale, Pauline E. (2003). *Study Skills for Geography Students: A Practical Guide*, 2nd ed. Oxford University Press Inc.: New York, NY.

Recommended Resources

The following optional materials are also available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so.

Atlas

Although the textbook will be your principal written resource, you should also have access to a good quality **atlas** containing a reasonable amount of detail on the United States. There are many commercially published atlases available; *Goode's World Atlas*; *The National Atlas of the United States of America* or *National Geography of North America* are good choices. For place locations, hard copy highway maps are useful, or you may check *Google Earth*.

The Internet

This resource may be checked only for specific information and maps on regions within the United States. **Special cautionary note:** When you access the Internet during your written assignments work, be very selective about the credibility of the various websites. It is preferable to use **refereed journals** as sources, since they provide more credibility and authenticity than do general write-ups or reports. You should strive to use the most current and credible resource materials. The use of artificial programs to produce papers should **NOT** be considered at all.

Other Readings

For this course, you may also need to rely on outside reading to get the extra information needed for a broader understanding of what is discussed in the text. Each unit in these course materials has a listing of additional references. Additional reading material can be obtained through the Inter-library Loan Service (Dafoe Library).

Also, pay attention to daily newspapers and current events magazines (e.g., *National Geographic* and *Times*), as well as daily newscasts via radio, television, and the Internet. Making use of current events in your answers to study questions and assignments can enhance your learning experience and make you more aware of answers to our geographic queries of Where? and the Why there?.

Course Overview

This study of the United States focuses on the thirteen regions, beginning in the northeastern heartland or **core**, and continuing through a study of the various hinterland regions or peripheries which comprise this nation.

These regions of the United States are discussed in the following five units of your course materials:

- **Unit 1**
 - The course of study begins with a discussion of the factors that help define regions and themes, as well as an overview of the nation's biophysical characteristics and its early history of settlement.
- **Unit 2**
 - This unit examines the northeastern regions, which include the Middle Atlantic regions and Megalopolis, Northern New England, and the Industrial and Agricultural Core areas extending into the Midwest.
- **Unit 3**
 - This unit covers the regions of the South, and Appalachia and the Ozarks.
- **Unit 4**
 - The Midwest, the Great Plains, and the Empty Interior will be examined in this unit.
- **Unit 5**
 - This unit, which completes our study of the United States, focuses on the West, including the Western Interior, California, the North Pacific Coast, and Hawaii.

Again, remember that you will only be responsible for the information in your textbook about the United States, not that about Canada.

As you work through these units and complete the readings and assignments, you will notice that the regional boundaries may be based on cultural, political, economic, or physical factors—or a combination of these. You will soon realize that although the regions are distinctly separate in many ways, they also overlap and are related to each other. You will come to understand and to appreciate that these regions of the United States are really components of one large nation.

Unit Organization

In general, each unit of these course materials are organized according to the following structure:

- **Introduction:** a general synopsis of the unit's major topics
- **Learning objectives:** a statement of what you are expected to accomplish or be able to demonstrate upon completion of the unit
- **Reading assignment:** selections from the required text and suggested additional topics for independent reading follow-up
- **How to proceed**
- **Course notes**
- **Additional references and useful websites**
- **Learning activities**
- **Key terms**

How to proceed through each unit

The following steps are suggested to assist you in your study of this *Geography of the United States* course:

1. **Read** the study objectives for the unit you will be working on;
2. **Read** the unit commentary. The discussion presented within each unit is designed to highlight important facts or concepts and to provide an overview of the study material;
3. Work through the **learning activities**;

Construction of mind maps

Mind maps are image-centered diagrams used to represent words and ideas around a central key word or idea, which in this course are the key ideas within each section of a unit. In addition, the visual quality of mind maps will help you to remember and review key points. In effect, each map will help you summarize and consolidate the information presented in a section or unit of material.

Some of the most useful mind maps are those that are added to over a period of time. Therefore, you might want to start with a map for the first section of a unit and then build on that map as you progress from one section to the next one in the unit. If this is going to be your approach, then leave plenty of space, or, you might want to choose a large piece of paper for each unit's mind map.

How to mind map

If you have never seen a mind map, use the key words "mind maps" to search the Internet for pictorial examples. If you have some knowledge of how to construct mind maps then:

- use the information in each unit to help you develop your mind maps;
- start from the centre of a page and work outwards;
- make the centre a clear and strong visual image that depicts the main theme of the section or unit;
- branch out from the centre using subheadings from the section or unit;
- draw lines out from this centre;
- put key words on each line to connect written words with a visual presentation;
- use single words or simple phrases for these lines;
- if you have lower levels of subheadings, draw these and link them to the higher subheading lines;
- use colours to depict themes or associations and to make certain key points stand out;
- develop and use symbols to illustrate certain ideas; be creative;
- personalize your map with your own symbols and colours to help you develop relationships between ideas; and
- use arrows to show links between different ideas or concepts.

Study and review questions

At the end of each section are several **study and review** questions and an outline map. These questions are designed to focus your attention as you read and review the commentary. They are there to serve as study aids. Responses to these review questions are **not to be submitted** to the instructor, but are meant to stimulate your thinking on the particular topics, and are useful in preparing for the final examination.

You may wish to respond to the study and review questions fully in a paragraph format, or in outline format. You can find most of the answers by carefully reviewing the commentary and referring to the assigned readings. Also, take the opportunity to post your answers **online**. This will help you to consolidate your ideas, and to receive helpful feedback from other students. When students respond to each other's postings, the students in the class become a study group;

A variation of one or more of the study and review questions may appear on the final examination. Although you **do not submit these questions for marking**, you must complete the reading assignments to attain the study objectives;

4. **Preview** the three assignment questions, as they are presented in the course materials;
5. **Read** the text and **make study notes**. Remember, your textbook provides much more of the detail that is required for the completion of your assignment questions. You should carefully review the "Case Study" in each chapter of your textbook, and do not forget to learn specific terms and the definitions found in the Glossary at the end of your textbook. These are terms with which you need to become familiar;
6. **Review** the objectives presented with each unit; and
7. **Complete** the assignment questions by the due date and **submit** them for marking. For further information on submitting your assignment, go to the UMLearn Support Documentation on the course site homepage. You will need to answer the assignment questions individually and in your own words. Be sure to cite your sources properly; if in doubt, please consult reliable **APA writing style guidelines**, recommended, for example in Northey, Draper & Knight's book, *Making Sense in Geography and Environmental Sciences: A Student's Guide to Research and Writing*. Type, if possible, or write your answers clearly and concisely, using examples to illustrate your answer. The use of maps and tables is encouraged, as is reference to current events.

Contact the instructor by phone or email if you are having problems or wish further clarification on the assignments.

Distribution of Marks

Evaluation Percentage

Assignment 1 20%

Assignment 2 20%

Evaluation Percentage	
Assignment 3	20%
Final exam	<u>40%</u>
Total	100%

Assignments

To meet requirements for this course, you will complete and submit the following:

- **Three map and written assignments, occurring at the end of Units 2, 4, and 5. Assignments are located on this course website, under the link called "Assignments."**
- **Your Assignments (and the Final Examination) are all compulsory; and must all be completed and submitted, each with a satisfactory assessment.**

Assignment due dates

Assignment Term: September to December 2023

- | | |
|----------|----------------------------------|
| 1 | Tuesday, October 3, 2023 |
| 2 | Tuesday, October 31, 2023 |
| 3 | Tuesday, December 5, 2023 |

Note: If you are unable to submit an assignment on time, contact your instructor **well in advance of the due date**, for we cannot guarantee that the instructor will accept late assignments.

- Your study schedule for GEOG 2580 D01 is also available, under the course site link called "Course Schedule." It is a good idea to print this Schedule and post in your study area for quick reference and reminder.
- It is important to note that if the assignment due date falls on a Saturday, Sunday, Statutory Holiday, or during University Break Week, your assignment is then officially due the following work day or University classes day.

General guidelines for assignment and exam preparation

Submit the original, finalized copy of your assignments to the course web site. The Instructor reserves the right not to mark or credit photocopied essays. Note that

referenced maps, graphs, etc., which are included in your essay may be photocopies or scans (provide citations for these). Make sure you keep a copy of your assignments, in case the original is lost.

Directions for writing Academic Papers in this course

- Make certain you understand the question. Define its terms and parameters. Establish your thesis—what you intend to demonstrate—at the outset. Give yourself at least two weeks to begin and finish your Academic Paper assignments.
- Extensive amounts of background information are unnecessary; semi-related information will earn you no extra credit.
- The main point of the question is discussion and analysis. Avoid unrelated listing of facts and information. They may be correct, but they add nothing to the analysis and do not demonstrate your understanding of the material.
- Assignments are not meant to be unsupported opinion papers. What you write must be substantiated by fact, or be a logical conclusion drawn from facts; also avoid a mere compilation of information pieces. **An Academic Paper explores ideas, drawn from within your own thought processes and expressions**
- Your Academic Papers, as required, must be **at least 1,500 to 1,750 words in length of discussion**. As geographers, please use illustrations (e.g., maps, graphs, pictures) within your Academic Papers. Each person has his or her own writing style, which means that some can say in seven pages what others say in nine, or others more than ten.
- If you require an introductory guide to Academic Paper writing, including basic research methods, English usage, documentation systems, and Bibliography, some of these guides are available from the University Book Store. You may consult various websites regarding acceptable format of Academic Paper writing at the academic level. Note that your Bibliography must be placed on its own NEW page, following the Academic Paper discussion and Conclusion

Academic Paper evaluation guidelines

Your Academic Paper assignments will be evaluated according to the following criteria: standard Academic Paper format; content and analysis including both written and support material, such as maps, graphs, tables; organization; and clarity of expression (includes grammar, legibility, and accuracy of footnotes and bibliography). In other words, treat these assignments as small-scale term papers.

Standard Academic Paper format and process:

IMPORTANT: Prepare an OUTLINE of the major points and sub-points that will answer the Academic Paper question. The standard format of your Academic Paper must comprise an INTRODUCTION; the MIDDLE DISCUSSION SECTION, which will include the main points and sub-points; and then a CONCLUSION.

Content

Using your textbook as the first reference of research; and then consulting other information sources, prepare your Academic Paper to give as complete a Discussion/answer as is appropriate for the question.

Organization

If what you write is a poorly organized compilation of ideas, jumping from one topic to another and then back again, your ideas will not be communicated very clearly. Your goal is to help the reader, of anything you write, understand what you are saying. Creating the **Academic Paper Outline** at the very beginning of the assignment helps keep your writing on track.

Grammar

Check spelling, sentence structure (subject and verb), punctuation, and paragraph organization. Ensure that you turn on your 'Spell Check' before typing your Academic Paper.

Supporting material

Maps are especially valuable sources in a geography course, and therefore should be included as supporting material. When you include maps, graphs, charts, etc., they must be incorporated into the body of your essay. Do not just insert them randomly or staple them at the end of your paper. Write about them; use them to illustrate a point you are making—in other words, put them to work for you. If you do not refer to them in the body of your essay, you will not receive credit for having used them. Number maps, graphs and charts consecutively, starting with Figure 1: Title of Illustration (put this at the top of the picture). The source of the map or other graphic must be included at the bottom of the illustration.

Footnotes or endnotes

Footnote or endnote the ideas, data and quotations obtained from your text and other sources may be incorporated. Consult a reliable style manual, such as Northey, Draper, & Knight (2015), for proper and consistent documentation formatting,

Bibliography

Use proper reference and bibliographical format in the APA style formatting, with complete publication information. When in doubt about this, please consult a reliable style manual for consistency in documentation. The Bibliography appears at the very end of your document, on its own NEW page.

Marking criteria

The criteria listed below will be used for grading your written assignments for Assignments 1, 2, and 3, which must be written in standard Academic Paper-style format.

Your Academic Paper assignments must show:

- **Presentation:** fully and correctly referenced (APA style preferred); correct spelling and grammar; good use of illustrative materials; outline and restatement of essay question (as opposed to incorrectly formatted references; poor spelling and grammar; inappropriate/no outline; no restatement of Academic Paper question) [**6 marks**]
- **Knowledge:** includes topic covered in depth; appropriate geographical content (as opposed to superficial responses; limited/no geographical content) [**4 marks**]
- **Structure and Argument:** includes logical presentation; good synthesis and evaluation; clear, succinct writing style (as opposed to disorganized; no synthesis and evaluation; rambling and/or repetitious) [**4 marks**]
- **Creativity:** includes new ideas; innovative presentation; good use of illustrative materials (as opposed to no new ideas; incoherent presentation; poor/no use of illustrative materials) [**1 mark**]

These criteria serve as a "check list" to help you formulate your writing for your assignments in this course. Self-assessing your first draft according to these criteria can indicate where improvements should be made. Also, please proof-read your work before submitting it.

Meeting these criteria will constitute 15/20 marks, while your map work for each assignment is worth 5/20 marks.

A note on academic integrity

Acquaint yourself with the University's policy on cheating, plagiarism, and examination impersonation as detailed in the General Academic Regulations and Policy section of the *University of Manitoba Undergraduate Calendar*.

An excellent practical source on the issue of maintaining academic honesty is the handbook *Cheating, Plagiarism and Fraud*, available from the Student Advocacy Office, Room 519 University Centre, University of Manitoba; or from their website at http://www.umanitoba.ca/student/resource/student_advocacy/cheating_plagiarism_fraud.shtml

Please make sure you understand the nature and the serious consequences of compromising academic integrity.

A word of caution about the assignments and the final examination

Some students find that they do very well on the assignments, but they do not do nearly as well on the final examination. While your grades on the assignments will give you some idea of how well you are mastering the material, they may not indicate how well you will do on the examination, because the examination is written under very different circumstances. Because the assignments are open book, they do not require the amount of

memorization that a closed-book examination requires; nor are they limited to a specific time period. Some students have told us that, based on the high marks they received on the assignments, they were overconfident and underestimated the time and effort needed to prepare for the final examination.

Please keep all this in mind as you prepare for the examination. Pay careful attention to the description of the type of questions that will be on your final examination. Also, do not underestimate the stress and focus involved in writing a time-limited examination.

Final Examination [NOTE: successful completion of the final examination is a requirement for this course]

NOTE: Because of the continued precautions regarding COVID-19 pandemic, our final examination in this GEOG 2580 D01 course may be written as an on-line, closed book format. Please keep watch for announcements from the Registrar's Office on this.

Exam Dates

Exam dates are scheduled during the [University of Manitoba Final Examination Period](#) (refer to Academic Schedule for list of exam periods) by the Registrar's Office.

Refer to the [University of Manitoba Examination Schedule](#) for exam dates, regulations, academic integrity policies and other information relating to exams.

More information

Full details can be found in the Exam Location Management widget. Students writing exams off-campus exam should also familiarize themselves with the [Exam Process](#).

If you have any questions, please email: <mailto:examsoffcampus@umanitoba.ca>

The general format of the exam may be in three parts (tentatively planned):

Part A would be multiple-choice questions, but may include some True-False questions or fill in the blanks questions;

Part B would be a map question. This question may ask you to identify the regions of any given location; it may ask you to fill in the blanks for locational identification, or it may ask you to match activity to a location; and

Part C may likely be one short essay question; you will be given two questions of which you will have to answer **only one**.

Sample multiple-choice questions

In each of the following questions, circle the letter which **best** answers each statement:

1. The Mesabi Range is associated with the mining of
 - a. coal.
 - b. uranium.
 - c. silver.
 - d. copper.
 - e. iron ore.
2. When was California's Metropolitan Water District formed?
 - a. 1910s
 - b. 1920s
 - c. 1930s
 - d. 1940s
 - e. 1970s

Sample Academic Paper question during an Exam

Confine the length of your Academic Paper answer between four to six pages, double-spaced. Marks will be given for content, correct grammar and sentence structure; and for proper Academic Paper format: i.e., introductory paragraph, main body, concluding paragraph.

1. What are the main industrial regions within the United States? Compare the principal locational assets (i.e., biophysical, economic, and social factors) within any two industrial regions studied in this course.

Departmental Grading Scale

Letter Grade Percentage Range Description

A+	90 - 100	Exceptional
A	80 - 89	Excellent
B+	75 - 79	Very Good
B	70 - 74	Good
C+	65 - 69	Satisfactory
C	60 - 64	Adequate
D	50 - 59	Marginal
F	0 - 49	Failure

Please note: All final grades are subject to departmental review.

Student Resources

Student Accessibility Services

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services
520 University Centre
Phone: (204) 474-7423
Email: Student_accessibility@umanitoba.ca

Student Affairs

If you are experiencing difficulties with your studies or assignments, or have a disability or illness which may affect your course of study, you should discuss these issues with the instructor and/or one of the following Student Affairs offices as soon as possible:

Office	Telephone
Accessibility Services	474-6213 (Voice)
155 University Centre	474-9690 (TTY)
Student Counselling and Career Centre	474-8592

474 University Centre Academic Learning Centre	474-9251
---	----------

201 Tier Building

English Language Centre

The English Language Centre has workshop and programs in advanced academic and health-sciences English (located at 520, University Centre). <http://umanitoba.ca/student/elc/>

Student Counselling Centre

Student Counselling Centre (SCC) offers individual, couple or family counselling in individual and groups formats. Please phone: 474-8592 or visit SCC at 474 University Centre.

<http://umanitoba.ca/student/counselling/>

University of Manitoba Libraries (UML)

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: www.umanitoba.ca/libraries.

Writing and Study Skills Support

The Academic Learning Centre (ALC) offers services that can be very helpful to you as you fulfill the requirements for this course. Through the ALC, you may meet with a study skills specialist to discuss concerns, such as time management, reading and note-taking strategies, and test-taking strategies. You may also meet one-on-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. Writing tutors can also give you feedback if you submit a draft of your paper online. (Please note that the online tutors require 48 hours, from Mondays to Fridays, to return your paper with comments.)

All Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at <https://umanitoba.ca/student-supports/academic-supports/academic-learning>

You can also talk to a member of the Academic Learning staff by calling 480-1481 or by dropping in at 201 Tier Building.

Acknowledgements

Julianna E. Enns, M.A. (Geography)

Dept of Environment & Geography

Clayton H. Riddell Faculty of Environment,
Earth & Resources

University of Manitoba

Content Specialist

Ms Enns has a strong interest in finding geographic explanation to (and repairing) issues related to the environment and human activity. She maintains the principle belief that the impacts of environmental abuse by humans in many areas of the world reveal how inextricably linked we all are; and that we will be and are inevitably affected.

Louis Svenningsen, Ph.D.

Instructional Designer

Distance and Online Education

University of Manitoba

James B. Hartman, Ph.D.

Distance and Online Education

University of Manitoba

Editor (2001)

Pat Mochnacz (2007)

Distance and Online Education

University of Manitoba

Desktop Publishers

Lorna Allard

Liz Bachmann

Distance and Online Education

University of Manitoba

Multimedia Specialist (2018)

Joeffer Domingo

The Centre for the Advancement of Teaching and Learning

The University of Manitoba

Copyright © 1993. Revised May 2001, 2005, 2006, 2007, 2018, 2020, 2021, 2022, 2023.

All rights reserved. No part of the material protected by this copyright may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or otherwise without the prior written permission from the copyright owner.

University of Manitoba