Course Title: NORTH AMERICAN HISTORICAL LANDSCAPES
Course Number: GEOG 471/571
Term: Summer 2014
Credit: 4 credits
CRN: 47802/47803
Grading Options: Optional
Meeting times: There are no class meetings. The on-line web site is open every day (24/7) of the term http://cascourses.uoregon.edu/geog471/

Instructor Contact Information
Dr. Don Holtgrieve
OFFICE: Condon Hall, Room TBA
PHONE: 541-206-8541
Email: dgh@uoregon.edu
OFFICE HOURS: Because this is an on-line class office hours are by appointment, and mostly by email.

Course Objectives
Upon completion of this course students will:
1. Be familiar with the academic disciplines of historical and cultural geography.
2. Have understanding of geographic, historical, and environmental heritage of the United States and Canada.
3. Use illustrations and examples of viewing landscape changes through time.
4. Obtain current and future classroom teachers with content ideas for geography, history, and social studies classes.
5. Possess understanding of current environmental issues by knowing historical causes.
6. Use historical maps and images as a research and learning tool.

Course Coverage
Historical-Cultural Geography is a regional and topical analysis of North America through selected time periods. Discussions focus on the physical environment, exploration and mapping settlement patterns, population and migration, ethnic diversity, agriculture, cultural and economic systems, resource utilization, urbanization, transportation, and current issues that resulted from these historic processes. Course content is presented in a set of twelve topics. The required textbook is for sale at the University bookstore and provides a starting point for class discussions and exercises for each topic listed below. (The book may also be obtained from Amazon.com or Barnes & Noble)


BOOKS FOR BOOK REVIEWS (select one): Mitchner, J. Centennial, Texas, Hawaii, Alaska, Chesapeake or other works of American historical fiction as agreed upon with instructor. Another option is an historical landscapes related film review.

REFERENCE—(Available in most libraries and in Instructor’s Office)
National Geographic Society; Historical Atlas of the United States.
National Geographic Society; Atlas of North America: Space Age Portrait of a Continent.
Turner and Allen; We The People: An Atlas of America’s Ethnic Diversity.
Rooney; This Remarkable Continent.
Zelensky, W.; The Cultural Geography of the United States
Brown, R. Historical Geography of the United States,
Michael Conzen ed. The Making of the American Landscape
An on-line map collection is also contained within the class web site.
**SELECTED BIBLIOGRAPHY:** A list of survey works dealing with the course content may be found in a course bibliography. These works are supposed to be in the library general collection and are probably in other university libraries.

**ANNOTATED LIST OF INTERNET LINKS** is a list of links representing a brief sampling of sources of information related to the study of the historical geography of the United States and Canada. The list is categorized by some basic themes, concepts, and methods of inquiry. The list is by no means comprehensive; however, it does represent the results of numerous web searches on the subject. Many of the sites on the list are from universities, libraries, and museums, and normally contain source references to the material presented. Other sites on the list are from individuals or organizations that sometimes don't provide source information. Consider the source when citing information presented on the web.

**SCHEDULE** (Feel free to do the topics in as little or as much time as you prefer. It is recommended to complete the topics in order. The midterm will cover topics 1 through 6 and the final will cover the entire course will emphasis on topics 7 through 12):

<table>
<thead>
<tr>
<th>Topics to be discussed</th>
<th>Reading</th>
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<tr>
<td>Topic 2: Setting the Stage</td>
<td>Text: Chapter 01 by Trimble, “North America’s Environmental Setting* by Holtgrieve and Hardwick, and The Pre-European Landscape of the United States: Pristine or Humanized? by Vale</td>
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<tr>
<td>Topic 3: Americans Not Indians</td>
<td>Text: Chapter 02 by Butzer, “Historical Geography and American Indian Development&quot; by Ballas, and “Two Worlds Collide: The European Advance into North America by Eliades”</td>
</tr>
<tr>
<td>Topic 4: Exploration and Discovery</td>
<td>European Encounters: Discovery and Exploration by De Vorsey and Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon by Crosby</td>
</tr>
<tr>
<td>Topic 5: French, Spanish and English Settlement</td>
<td>Text Chapters 3, 4,5 and The Spanish Borderlands by Nostrand, France in North America by Harris, The Colonial Origins of Anglo-America by Lemon. by Allen</td>
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<tr>
<td>Topic 6: Regional and Cultural Patterns</td>
<td>Text Chapters 06, 13 and 17, (Ch 06 optional). Geographical Knowledge and American Images of the Louisiana Territory by Allen and British North America by McIlwrath (optional)</td>
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<tr>
<td>Topic 7: Immigration and Migration</td>
<td>Text Chapter 11 and 12 and 16. Excerpts from ”Welcome to the Kasbah” by Kotkin, ”The American Mosaic” by Sowell, and Population, Migration, and urbanization by Ward, and “Migrations to America: Before, During, and After the Nineteenth Century” by Noble.</td>
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<tr>
<td>Topic 9: Territorial Acquisition</td>
<td>Text Chapter 07 Territorial Acquisition and Disposition of the Public Domain Land Speculation by Holtgrieve, States and National Boundaries by Smith and The Frontier in American History by Turner</td>
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<td>Topic 10: Resource Extraction and the Opening of the West</td>
<td>Text Chapters 08, 09, 10, and Fredrick Jackson Turner as a Regionalist by Holtgrieve, and American Wests: Preface to a Geographical Interpretation by Meinig.</td>
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<tr>
<td>Topic 12: A Regional Geography of North America, Past and Present</td>
<td>Text Chapters 19, 20 and The Future Historical Geography of North America by Shelley, Hardwick, and Holtgrieve.</td>
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Student responsibilities and grades

1. Quizzes and exercises 10 pts ea. X 10 = 100pts (best 10 out of 11, quiz 1 is for practice)
2. Book Review: 50 pts
3. Class Exercise 50 pts
4. Midterm Exam: 50 pts
5. Final Exam: 50 pts

TOTAL PTS: 300

90% = A, 80% = B, 70% = C

Exams and quizzes are essay responses to questions given in topic outlines or posed to the class during discussion. Click here for tips on writing essay exams.

Click here for guidance on how to write book reviews and here for film reviews. Sample exam and quiz questions from past terms are available by clicking questions. In addition, graduate students who will use this course as part of their masters degree program will write a short term paper on a topic to be agreed upon by the student and the instructor (see list of selected topics).

The course is mostly self paced but here are the Hard Due Dates:

Class opens for business 06/23/14.
Quizzes 1 through 6 due before 07/16/14. Quizzes 6 through 12 due before 08/11/14.
Midterm Exam available 12:01 a.m. 07/17/14 through 11:59 p.m. 07/18/14.
Exercise 1, Town Founding Paper Due 08/01/14.
Exercise 2, Book/Film Review Due 08/08/14.
Final Exam available 12:01 a.m. 08/14/14 through 11:59 p.m. 08/15/14.

Basic Questions Guiding the Course:

1. Who are Americans and Canadians -what are the specific sources of our identity as distinct nations of people? (environmental influences, ethnic and religious background, political ideals, economic practices, social systems, etc.)
2. What processes, physical, cultural, economic and political, have molded the present landscape? What are evidences of these processes and patterns today?
3. How do historical and cultural geographers contribute to applied geography to solve “real world” problems?
4. What may be predicted for the futures of the United States and Canada based on their cultural, economic, political and historical-geographic experiences?

For prospective teachers: This course is particularly recommended for those students (Geog 571) who are considering teaching in K-12 schools and for those majoring in related fields such as history, anthropology, social sciences, liberal studies or historic preservation.

PLAGIARISM POLICY

This link is to: “Avoiding Plagiarism–A Guide for Students” http://libweb.uoregon.edu/guides/plagiarism/students/ It was last revised 24 April 2006.

This quote is from the Office of Student Life’s Academic Dishonesty Policy: “Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as identified extracts.”

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit work, as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

ACADEMIC MISCONDUCT

All students at all times will submit one’s own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or
attempt to give or receive unauthorized help on assignments or examinations without express permission from the instructor. However, authorized study groups open to all class members on a voluntary basis are encouraged.

**University of Oregon Policies**

**Accessibility**

The University of Oregon is working to create inclusive learning environments. Please notify me during the first class meeting if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

UO Accessible Education: http://aec.uoregon.edu

**Disclosure of Personal Information**

Reasonable personal disclosure may be required in this class. Each student should decide what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee the privacy of student disclosures given the group environment, although personal comments should be considered private and treated as confidential, and remain only in the classroom, unless an ethical or legal exception applies.

**Ethical and Legal Standards**

This course may involve small and large group interactions and other opportunities for self-disclosure. It is possible that another student may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. Further, all personal information shared in class is to be treated as private. At the same time, please keep in mind the legal limits to privacy, and refer to your professional ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your instructor is a mandated reporter. Participation in this class does not confer confidentiality.

**Grievance Policy**

Information on filing a student grievance may be found at http://uoregon.orgsync.com/org/associatedstudentsofuo/Resources.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. These include discussing the conflict with the specific individual or contacting one of the following:

- UO Bias Response Team at http://bias.uoregon.edu/
- Conflict Resolution Services at http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity at http://aaeo.uoregon.edu/

**Respect for Diversity**

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.