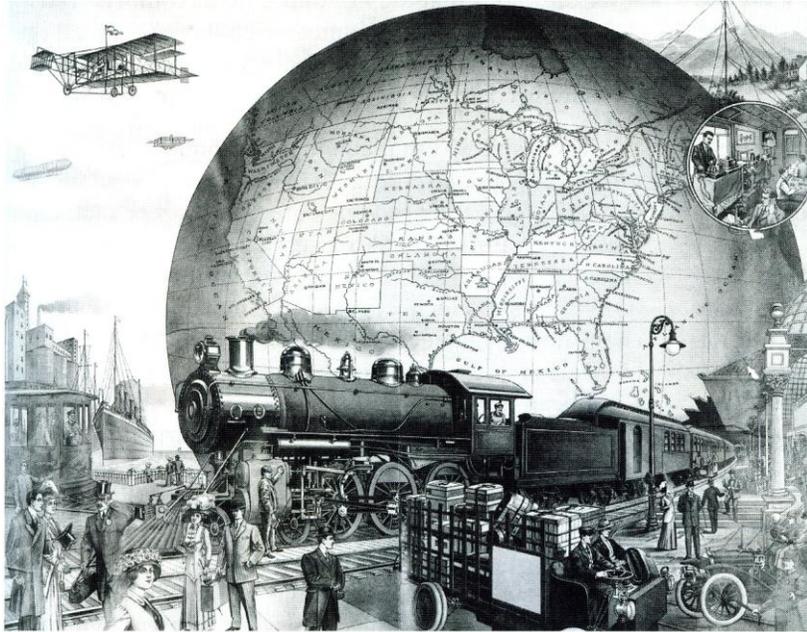


**Geography 471/571**  
**NORTH AMERICAN HISTORICAL LANDSCAPES**  
**Summer 2018 CRNs 34875/34895**



**Meets:** There are no class meetings. The on-line web site is open every day (24/7) of the Summer 2018 term. We begin on June 25th and finish on August 17th, 2018 on the [Canvas](#) Instructional System.

**Instructor:** [Dr . Don Holtgrieve](#)

**Office:** Condon Hall, Room TBA

**Phone:** (541) 206-8541, Email: [dgh@uoregon.edu](mailto:dgh@uoregon.edu)

**Office hours:** Because this is an on-line class office hours are by appointment, and mostly by email.

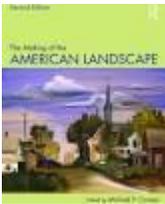
**Course learning objectives:**

Upon completion of this course students will:

- 1) Be familiarization 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](#).

**Text:** Conzen, Michael, *The Making of the American Landscape*, 2011. 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.



**Optional, supplemental, non-required text:** Hardwick, Holtgrieve, and Shelley, *The Geography of North America: Environment, Political Economy and Culture*, Prentice Hall, 2012.

**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. Click here for more information about the [book review](#) assignment. 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*.

Conzen, M. et.al.; *A Scholar's Guide to Geographical Writing on the American and Canadian Past*.

U.S. Census Bureau, *Census Atlas of the United States*.

Zelensky, W.; *The Cultural Geography of the United States*..

Brown, R. *Historical Geography of the United States*,

Hayes, Derek, *Historical Atlas of the United States*.

McIlwrath and Muller, *North America The Historical Geography of a Changing Continent*, 2<sup>nd</sup> ed. Rowman Littlefield.

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):

<u>Topics to be discussed</u>	<u>Reading</u>
Topic 1: Introduction	Text Introduction by Conzen, “The North American Past: Retrospect and Prospect”, by Mitchell, “Sources for recreating the North American Past” by Grim and others, and “Appendix: Doing Environmental History” by Worster
Topic 2: Setting the Stage	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
Topic 3: Americans Not Indians	Text: Chapter 02 by Butzer, “Historical Geography and American Indian Development” by Ballas, and “Two Worlds Collide: The European Advance into North America by Eliades”.
Topic 4: Exploration and Discovery	<i>European Encounters: Discovery and Exploration</i> by De Vorse and <i>Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon</i> by Crosby
Topic 5: French, Spanish & English Settlement	Text Chapters 3, 4,5 and <i>The Spanish Borderlands</i> by Nostrand, <i>France in North America</i> by Harris, <i>The Colonial Origins of Anglo-America</i> by Lemon. by Allen
Topic 6: Regional and Cultural Patterns	Text Chapters 06, 13 and 17, (Ch 06 optional). <i>Geographical Knowledge and American Images of the Louisiana Territory</i> by Allen and <i>British North America</i> by McIlwrath (optional)
Topic 7: Immigration and Migration	Text Chapter 11 and 12 and 16. Excerpts from “Welcome to the Kasbah” by Kotkin, “The American Mosaic” by Sowell, and <i>Population, Migration, and urbanization</i> by Ward, and <i>Migrations to America: Before, During, and After the Nineteenth Century</i> by Noble.
Topic 8: Transportation	<i>The Oregon Trail and Union Pacific Railroad: A Contrast in Purpose</i> by The Oregon Trail and Union Pacific Railroad: A Contrast in Purpose by James

	Vance, <i>The Effects of the Railroads on Small Town Population Changes: Linn County, Oregon</i> by Holtgrieve, and excerpts from “ <i>Modern Transportation and Communication Systems</i> ” by Getis et. al.
Topic 9: <i>Territorial Acquisition</i>	Text Chapter 07. <i>Territorial Acquisition and Disposition of the Public Domain Land Speculation</i> by Holtgrieve, <i>States and National Boundaries</i> by Smith and <i>The Frontier in American History</i> by Turner.
Topic 10: Resource Extraction and the Opening of the West	Text Chapters 08, 09, 10, and <i>Fredrick Jackson Turner as a Regionalist</i> by Holtgrieve, and <i>American Wests: Preface to a Geographical Interpretation</i> by Meinig, <i>Settling the Great Plains</i> by Wishart, and <i>The Far West</i> by D. Hornbeck..
Topic 11: Urbanization and City Dynamics	Text Chapter 14, 15, 18. <i>Cities in The Shaping of The American Nation</i> By J. Vance, <i>Town Founding and the American Frontier</i> by Howard Nelson, and <i>American Metropolitan Evolution</i> by John Borchert.
Topic 12: A Regional Geography of North America, Past and Present	Text Chapters 19, 20 and <i>The Future Historical Geography of North America</i> by Shelley, Hardwick, and Holtgrieve.

### **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 or film review: 50 pts
  - 3) Class Exercise 50 pts
  - 4) Midterm Exam: 50 pts
  - 5) Final Exam: 50 pts
- TOTAL POINTS: 300  
90%=A, 80%= B, 70% = C

Exams and quizzes are essay responses to study 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 research and 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 over ten weeks but the **Hard Due Dates** are on the **Canvas course calendar**.

### **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 North American landscape? What are evidences of these processes and patterns today?

3) How do historical and cultural geographers contribute to applied geography so as 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.

### **Documented Disabilities:**

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

### **Plagiarism:**

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at:

<http://library.uoregon.edu/guides/plagiarism/students/index.html>.

### **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. 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.

### **If this is your first on-line university class:**

If you are unsure about what to expect in an on-line academic class I suggest you take a look at a small book by Leslie Bowman titled *Online Learning: A User Friendly Approach For High School and College Students*, Rowman and Littlefield, 2010. It addresses the differences between on-campus and internet based courses including common mistakes to avoid.

### **About online geography courses in general:**

On-line upper division university courses present several advantages to students and a few drawbacks that are very important to consider. Students say that they like on-line

courses that are self paced so they can work on them on their own schedule. Another advantage is that they can be accessed anywhere the student may happen to be as long as they have internet access. An open book/open notes format is understood. Feedback from the instructor is almost immediate and can be on an individual basis or on a full class communication (discussion) format. However, students sometimes complain about not having a physical presence with the instructor or other class members and not quite having the informality of a joke or other humorous moment in class. This class, North American Historical Landscapes, has a lot of content, most of which is from books articles and maps. There are no lectures and few discussions. The course is research based (reading from several sources) and asks the student to compile information and analysis into meaningful essays. This means that organization and a serious time commitment to the course is necessary. That said, I believe that historical geography is a fun topic and over a 20 year time period am still adding interesting content and I hope you will share some items that you run into. Don Holtgrieve, Ph.D ([dgh@uoregon.edu](mailto:dgh@uoregon.edu))

