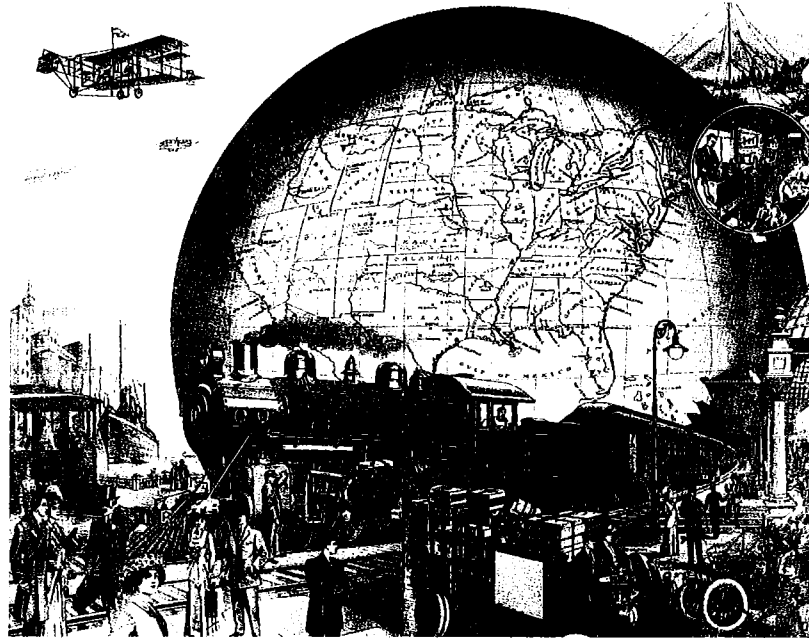


Geography 471/571
NORTH AMERICAN HISTORICAL LANDSCAPES
Winter 2012 CRNs 22819, 22832



MEETS: There are no class meetings. The on-line web site is open every day (24/7) of Winter 11 term <http://ssil.uoregon.edu/geog410/syllabus.php>

INSTRUCTOR: 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

- 1) To introduce students to the academic disciplines of historical and cultural geography
- 2) To provide geographic, historical, and environmental background on the heritage of the United States and Canada
- 3) To illustrate examples of viewing landscape changes through time.
- 4) To supply future classroom teachers with content ideas for geography, history, and social studies classes.

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)

TEXT: McIlwrath and Muller, *North America The Historical Geography of a Changing Continent*, Rowman Littlefield, 2006.

OPTIONAL, SUPPLEMENTAL, NON-REQUIRED TEXT: Hardwick, Holtgrieve, and Shelley, *The Geography of North America: Environment, Political Economy and Culture*, Prentice Hall, 2007.

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*.

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 WWW 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):

Topics to be discussed	Reading
Topic 1: Introduction	Introduction Text Chapters 21, 22. and <i>Appendix: Doing Environmental History</i> by Worster
Topic 2: Setting the Stage	<i>The Pre-European Landscape of the United States: Pristine or Humanized?</i> by Vale
Topic 3: Americans Not Indians	<i>Historical Geography and American Indian Development</i> by Ballas, <i>Two Worlds Collide: The European Advance into North America</i> by Eliades
Topic 4: Exploration and Discovery	Text Chapters 2, 3 and <i>Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon</i> by Crosby
Topic 5: French, Spanish and English Settlement	Text Chapters 4,5 and <i>Geographical Knowledge and American Images of the Louisiana Territory</i> by Allen
Topic 6: Regional and Cultural Patterns	Text Chapters 7, 8, 10, 11, and 12.
Topic 7: Immigration and Migration	Text Chapters 13, 14 and 16. Excerpts from " <i>Welcome to the Kasbah</i> " by Kotkin, " <i>The American Mosaic</i> " by Sowell, 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 . Purpose</i> by James E. 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>	Territorial Acquisition and Disposition of the Public Domain: Land Speculation 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 11, 12, 14, <i>Frederick Jackson Turner as a Regionalist</i> by Holtgrieve, and <i>American Wests: Preface to</i>

Topic 11: Urbanization and City Dynamics

Geographical Interpretation by Meinig
Text Chapter 15, 19, 20. *Town Founding and the American Frontier* by Howard Nelson, *Cities in the Shaping of the American Nation* by James Vance, and *American Metropolitan Evolution* by John Borchert

Topic 12: A Regional Geography of North America, Past and Present

Text Chapters 17, 18 and the (Shelly) Topic 12 pages.

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 01/03/11

Quizzes 1 through 6 due before 01/31/11. Quizzes 6 through 12 due before 03/06/10.

Midterm Exam Questions posted 02/01/11

Midterm Exam available 12:01 a.m. 02/07/11 through 11:59 p.m. 02/08/11

Exercise 1, Town Founding Paper Due 02/24/11

Exercise 2, Book/Film Review Due 03/10/11

Last day of classes 03/11/11

Final Exam Questions posted 03/07/11

Final Exam available 12:01 a.m. 03/15/11 through 11:59p.m. 03/17/11

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.