Course description (from catalog): Historical/spatial interpretation of growth and development of the United States, including human activities that have shaped environmental and cultural landscapes.

Class meeting place and time, attendance: no required face-to-face meetings; some students are off-campus; attendance is noted through assignment/discussion participation; regular work is highly recommended. Official policy is at: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf

Objectives: 1) Understand how geographers discover and describe cultural landscapes through old and new interactions between the natural environment and human society; 2) Learn elements of K-12 geography that relate to historical geography (most students will be education majors).


Grading: 90-100% = A; 80-90% = B; 70-80% = C; 50-70% = D.

60% comprehensive summaries – ten summaries of readings, called “unit comprehensives.” They are due on the next bold date on the calendar. Most are due one week later but some cover more material and thus have due dates two or three weeks later.

30% individual paper – five to ten-page paper in APA format on self-selected topic. A sample paper will be provided. Late papers may be reduced 1% per day.

10% discussions – students respond to material posted in five discussion areas, worth 2% each. This is a relatively easy area in which to receive full credit. Further guidelines are posted in the discussion areas.

Calendar

August 27th – Unit 1: Historical Geography and the Meaning of Landscape
Reading Assignments: Module; Textbook, pages 1-10, Chapter 16 (all major points), pages 357-380; Unit Comprehensive #1

September 11th – Unit 2: The Natural Environment
Reading Assignments: Module; Textbook, Chapter 1, pages 11-31; Unit Comprehensive #2

September 18th – Unit 3: Indigenous People and Colonizing Groups and Settlements
Reading Assignments: Module; Major Concepts/Themes Ch. 2-5, pages 32-114; Unit Comprehensive #3

October 2nd – Unit 4: Culture and Ethnicity
Reading Assignments: Module; Major Themes, Chapters 11,12, pages 229-278; Unit Comprehensive #4

October 9th – Unit 5: Ecological Modifications & The Impact of Technology
Reading Assignments: Module; Major Themes, Chapters 6, 8-10,13, pages 115-141, 161-228, 279-302. Complete all materials in module by chapter including overviews, major themes and concepts, reading guides (and quiz on vegetation and settlement); watch videos (Plow that broke the Plains & Boulder Dam, The American Road), Moving on (by chapter); Unit Comprehensive #5
October 30th - Unit 6: Organization
Readings: Module; Textbook: Chapters 7, 15, pages 142-161, 329-356; Unit Comprehensive #6

November 6th – Unit 7: Urbanization
Reading: Module; Textbook, Ch. 14, pages 303-328, Ch. 18, pages 403-422; Unit Comprehensive #7

November 13th – Unit 8: The Post Industrial Landscape
Reading: Module; Textbook: Chapter 19 page 423- 450; Unit Comprehensive #8

November 20th – Unit 9: Landscapes of Power and Wealth
Reading: Module; Textbook: Chapter 17, pages 380-402; Unit Comprehensive #9

December 4th – Unit 10: Utopia Final papers due
Reading: Module; Textbook: Chapter 20, pages 451- 466; Unit Comprehensive #10

December 11th – Final discussion, unit comprehensive due this week

Student (Course) Learning Outcomes (SLOs)
After successfully completing this course, a student will be able to:
(1) Discuss the significance of a geographic perspective in the interpretation of American history.
(2) Provide a definition of historical geography as a unique subfield within geography and identify its
methods and objectives.
(3) Undertake and complete a research project that demonstrates an understanding of historical
geography as a unique field of study.
(4) Explain the relationship between historical events and current geographic patterns within America.
(5) Explain how settlement patterns were influenced by physical factors.
(6) Demonstrate an understanding of the historic and geographic background of the cultural and ethnic
diversity found in America today.
(7) Demonstrate an understanding of the historical impact of technology on both the natural environment
and cultural landscapes as these have changed over time.
(8) Identify and explain the component parts of cultural landscapes and how these are reflected in
material culture.

Program Learning Outcomes (PLOs) The geography program has these objectives for its students:
PLO 1. The student will be able to prepare written and verbal presentations presenting geographical
research using analyses and synthesis of appropriate documents and primary data. (Corresponding SLO 3)
PLO 2. The student will possess geographic literacy as evidenced by the identification of the major
concepts involved with human spatial and ecological relationships. (Corresponding SLOs – 4-8)
PLO 3. The student will be able to apply geographical knowledge and skills to a variety of settings.
(Corresponding SLO 3)
PLO 4. The student will recognize the implicit assumptions behind claims of knowledge about the spatial
world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to
draw conclusions from a set of premises. (Corresponding SLO 3)
PLO5. The student will be able to read geographical research and to identify its major methodological
strengths and weaknesses. (Corresponding SLOs – 1-2)

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<tr>
<th>PLOs</th>
<th>Supported Course Objective</th>
<th>Skill Level</th>
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<tr>
<td>PLO1</td>
<td>3</td>
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<td>PLO2</td>
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<td>PLO3</td>
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<td>PLO5</td>
<td>1-2</td>
<td>Basic</td>
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**University Policies**: For policies on topics such as academic dishonesty, withdrawals, and accommodations for student with disabilities, etc., students are responsible for referring to the Stephen F. Austin State University 2010-2011 Bulletin. Academic dishonesty includes both cheating and plagiarism.

*Academic Integrity (A-9.1)* Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

*Definition of Academic Dishonesty* Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Students with Disabilities** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www2.sfasu.edu/disabilityservices/](http://www2.sfasu.edu/disabilityservices/).

**Withheld Grades Semester Grades Policy (A-54)** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. The instructor may assign an earlier deadline than one year. Students will not be given a withheld grade without official (non-student, non-family) written documentation of unavoidable issues submitted prior to the last day of class. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For the official university policy please see: [http://www.sfasu.edu/policies/course-grades.pdf](http://www.sfasu.edu/policies/course-grades.pdf)

**Make-up exams/Drop Policy**: Students will not be given a make-up exam without written documentation of unavoidable issues submitted prior to the exam. Students are responsible for observing drop deadlines in the schedule of classes. For more information, see the official university policy at: [http://www.sfasu.edu/policies/course-add-drop_6.10.pdf](http://www.sfasu.edu/policies/course-add-drop_6.10.pdf)

**Acceptable Student Behavior**: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Please see student conduct policy D-34.1K: [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf) Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.