BLACK GEOGRAPHIES
GEO 375.001, Fall 2019 TTH 9:30-10:45, Geography Program SFASU

Professor: Jeff Roth
Office: LAN # 352 E-mail: jroth@sfasu.edu
Office Hours: MWF 12-1pm, Tuesday/ Thursday 12:30-1:30 pm, or by appointment

Readings Provided Free:
- Katherine McKittrick “Commentary Worn Out”
  “On plantations, prisons, and a black sense of place”
- Richard Nostrand The Making of America’s Culture Regions
- Benjamin Lundy (Earle) The Life Travel and Opinions of Benjamin Lundy
- Garret Hardin “Extensions of "The Tragedy of the Commons"
- David Lowenthal “Living with and looking at landscape”
- David Hackett Fischer “Albion and the Critics: Further Evidence and Reflection”
- Bernadette Pruitt The Other Great Migration; The Movement of Rural African Americans to Houston, 1900-1941 (Library or Amazon)

- You should read others articles, documents and use websites

DESCRIPTION: Black Geographies utilizes standard methods, themes, and concepts of geography focused on ways of seeing, understanding, and interrogating the world that challenge unremarked, normalized, and perpetuated assumptions about the Black American population. This class organizes information about the “fantastic nowhere” of black life while discovering unexpected “modes of being human.”

GOALS:
1. Learn basic concepts of geography and Black Geographies
2. Develop tools of thinking, scholarship, and problem solving.
3. Learn and Apply Standard Methods of Geography
4. Learn and apply advanced research methods toward the creation of publishable written work
5. Learn to work with diverse groups in challenging conditions toward the completion of goals
6. Create Documentary Films

EVALUATION and GRADING:
Exam #1 100 points
Research Assignment: 100 points
Writing/Communications 100 points
Final Exam 100 points
Total 400 points

CLASS PARTICIPATION
a. We will produce an open source Model Black Geographies class and documentary film using traditional humanities and geographical research methods as well as ubiquitous technology used in a common way.

b. Individuals and groups will provide weekly reports and lead discussion concluding with group presentations. This is a seminar style class. Students will form and manage their own groups.

c. Group presentation will result in a crafted documentary film and suitable for distribution to public, professional, and educational audiences. In order for your work to be included in distributed works, you will need to sign waivers or opt to remain private and anonymous.

d. You should bring discussion material to class daily and instruct the class on geographical phenomena.
Production of an academic documentary requires demonstration of a variety of educational outcomes identified by SFASU. We will be creating a work of art and humanities scholarship to be viewed by wider audiences. All students will have the opportunity to remove any or all of their personal class contributions and remain anonymous. Release forms developed by the Library of Congress will be administered before any student materials leaves the classroom.

**Time requirements and credit hours awarded for a face-to-face lecture course:** GEO 375 Black Geographies (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks, and also meets for a one hour mid-term and two hour final examination. Students have significant weekly reading assignments, are expected to spend time preparing for discussion, and prepare a class presentation and write and submit a research paper. Students should be prepared to spend at least six hours weekly outside of class reading, studying, researching, writing, and preparing discussion.

The Declaration of Independence: Excerpt

IN CONGRESS, July 4, 1776.
The unanimous Declaration of the thirteen united States of America,
When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. ...

Bill of Rights

Amendment I--Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II--A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III--No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV--The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
Amendment V--No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI--In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII--In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII--Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX--The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X--The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

In this class, all human rights and responsibilities of citizenship equally guaranteed to all.

SUBJECT TO CHANGE

Week 1 Introductions
   Lectures Themes
   1) Introduction Fundamentals of geography, Black Geographies
      Reason, Knowledge, Understanding
      Data and Research Methods
   2) Natural Rights, Freedom, Space, and Place
   3) Meta-narratives
      Geographical Concepts
      Eras of Slavery
      Thought-ways

Week 2. Field Work, Rural and Urban Issues, Framing Our Work
   Lectures Themes
   4) Black Geographies and Cultural Resources
      Re-allocating Cultural Resources
   5) Black Geographies and Public Memory
      Contested Space

Week 3. Preliminary Reports from Archives and Field
   Lectures Themes
   6) Experiential Black Geographies
   7) Black Geographies in Nacogdoches
      Integrating Public Memory
Week 4  Reports from Archives and Field Research Assignments
   Lectures Themes
   8)  Nacogdoches Case Studies about Cultural Landscapes
       Educational Black Geographies

Week 5  Reports from Archives and Field Research Rough Cuts and Photos
   Lectures Themes
   9)  Residential Black Geographies

Week 6. Reports from Archives and Field Research Rough Cuts and Maps
   Lectures Themes
   10) Reverential Black Geographies
       Sacred and Contested Space

Week 7  EXAM 1; Class Business and Discussion of Assignments

Week 8  Research and Conference Week //Promoting our Project Together Outside Pine Curtain
   Lectures Themes
   11) Zion Hill Neighborhood
       National Register of Historic Places
       SWAAG CONFERENCE

Week 9  Reports from Archives and Field Research Sense of Place and Vernacular Regions
   Lectures Themes
   12) Reverential Black Geographies
       The Black Church

Week 10 Reports from Students and Field Trips
   Lectures Themes
   13) Commercial and Industrial Black Geographies
       The Deed Book
       Labor Contracts

Week 11 Finalizing Individual Works and Projects
   Lectures Themes
   14) Commercial and Industrial Black Geographies
       Student Reports
       GEOGRAPHY AWARENESS WEEK

Week 12 Finalizing Individual Works and Projects
   15) Fraternal and Social Black Geographies
       Student Reports

Week 13 Finalizing Individual Works and Projects
   Lectures Themes
   16) Building Our Geographies
       Beyond 2020

Week 14 Viewing Our Finished Work
   Lectures Themes
   16) Building Our Geographies
       Beyond 2020

FINAL EXAM SEE SCHEDULE
REQUIREMENTS: All SFA rules apply and you should consult your student handbook and online SFA resources for a complete discussion of university policy. 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 (see the Student Conduct Code, policy D-34.1). 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. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Phone: 468-4405 or 468-6652
All students must attend class! Punctual attendance is mandatory and your grade will suffer because of absences and tardiness. All dates for quizzes and tests are announced in class so you must attend! No make-up exams or quizzes will be given unless the absence is excused according to school policy and previous arrangement should be made. No late work will be accepted unless the absence is excused within SFA policy. University policy stipulates there will be no make-up exams for missed finals. It is the policy of the University to excuse absences of students that result from religious observances and to provide for rescheduling of examinations and class work that may fall on religious holidays without penalty. Electronic devices, cell phones, and recording devices will be used in this class and arrangements can be made for anonymity. No disruptive behavior! Disruptive behavior is widely defined and includes but is not limited to eating, sleeping, snoring, tardiness, non-class related chatter, etc. Violations could result in a zero for the class participation grade. If you are visibly ill you will be asked to leave.

See University Schedule for Final Exam Day and Time

CLASS PARTICIPATION GRADING POLICY
CLASS POLICY, REQUIREMENTS and GRADING: All SFA rules apply and you should consult your student handbook and online SFA resources for a complete discussion of university policy. SFA Grading Policy including Withheld Grades (A-54)

1. Recorded Grades Students’ grades are based on assignments, oral and written quizzes, examinations and other course activities. Faculty members may use a variety of factors including class attendance to determine course grades. (See policy A-10). A grade of A indicates excellent performance; B, above average performance; C, average performance; D, below average performance; F, failure; QF, quit failure; WH, incomplete or grade withheld; WF, withdrew failing; WP, withdrew passing. WP and WF are assigned only when a student has withdrawn from the university after mid-semester or with special approval of the student's academic dean. Some courses are graded on a pass (P)/fail (F) system with no other grades awarded.

2. Withheld Grades 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. 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.

3. Grade Point Average Only grades earned at SFA will be used for calculating GPA. A grade of A gives the student four grade points per semester hour; B, three grade points; C, two grade points; D, one grade point; and F, QF, W, WH, WF, and WP, no grade points. The grade point average (GPA) is determined by dividing the sum of the grade points earned at SFA by the total number of hours attempted at SFA, subject to the following exceptions: grades of W, WH, P, and WP are not counted. In addition, the repetition of a course may affect the grade point calculation as explained in Section IV, Repeat Grades.

4. Repeat Grades
Students who make an F can get credit only by repeating the work. Undergraduate students who desire to repeat courses in order to improve their GPA at Stephen F. Austin State University (SFASU) must repeat those courses at SFASU. A. For any course that is repeated once at SFA, the higher of the two grades will be used to determine the GPA. B. If a course is repeated more than once at SFA, all grades earned for that course will be averaged and used to determine the GPA. Credit hours for courses taken at other institutions to replace credit hours earned at SFA may be used to meet graduation credit hour requirements, but not for GPA calculation.

5. Once a grade has been posted it can only be changed by submitting a WH and Grade Change Form with the appropriate approval signatures. Grades should only be changed in cases of error or in the case of WH, the course requirements have been completed.

Academic Integrity Policy 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. Education Faculty members are responsible for providing information about academic integrity and education for maintaining academic honesty during their regular coursework. Course syllabi provide information about penalties and the appeal process. 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. Procedure A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student or students involved, and initiate the following procedure.

The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. After hearing the student(s)’ explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will decide what penalty will be imposed. The faculty member will consult with his/her academic chair/director and dean in making these decisions. Penalties may include reprimand or no credit for the assignment or exam, or re-submission of the paper, or make-up exam, or failure of the course. After a determination of academic dishonesty, the faculty member shall notify the office of the dean of the student's major by submitting a Report of Academic Dishonesty form, along with supporting documentation as noted on the form. This report shall be made part of the student's record and shall remain on file with the dean's office for at least four years. The faculty member shall also inform the student of the appeals process available to all SFA students. (Academic Appeals by Students, policy A-2). Upon second or subsequent offenses, the dean of the student’s major will determine a course of action. Actions may include referring the case to the college council for review and recommendations.

The Student File A student's file on academic dishonesty will not be available to faculty members. The purpose of the file is for the dean to track a pattern of multiple cases of academic dishonesty during a student's academic career at Stephen F. Austin State University. Students who are found to have demonstrated academic dishonesty and have withdrawn prior to the award of a grade will continue to have the determination of the infraction within their student records. Appeals A student who wishes to appeal decisions related to academic integrity follows procedures outlined in Academic Appeals of Students, policy A-2

Academic Accommodation of Students with Disabilities (F-33) The Law:

It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; these regulations provide that:
No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any postsecondary education program or activity. [Federal Rehabilitation Act of 1973, Section 504, 84.43]

An institution shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discrimination on the basis of handicap, against a qualified handicapped applicant or student. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. [Federal Rehabilitation Act of 1973, Section 504, 84.44]

The Americans with Disabilities Act of 1990 extends the provisions of the 1973 Rehabilitation Act to private institutions. It also puts in place more effective means for enforcing the law. Neither Section 504 nor the ADA requires universities to lower their academic standards or substantially alter the essential elements of their courses or programs to accommodate students with disabilities. The requirement to provide reasonable accommodations is designed to afford an equal opportunity for students with disabilities. Achieving reasonable accommodations for a student with a disability involves shared responsibility among students, faculty and staff. Should a university deny a requested accommodation it must be prepared to show very clearly that complying with the request would constitute a fundamental alteration; the unsubstantiated opinion of a faculty member or administrator may not be sufficient for that purpose. Moreover, the cost of the proposed modification is not usually sufficient reason for denying a requested accommodation.

The following accommodations are very widely accepted in higher education:

- Providing services such as counseling, readers, interpreters, and note-takers. Allowing extra time for examinations, assignments and projects. Permitting exams to be individually proctored, read orally, dictated, or typed. Recording lectures.

- Using computer software for assistance in studying and on tests. Using alternative testing formats to demonstrate course mastery. Changing classrooms as needed for accessibility.

Who must be accommodated? Students who are requesting support services from SFA are required to submit documentation through the Office of Disability Services to verify eligibility for reasonable accommodations; the institution must review and evaluate that documentation. Students are not required to assume the responsibility for securing a necessary accommodation. The university is required to provide reasonable accommodations for a student’s known disability so that the student has an equal opportunity to participate in the courses, activities or programs. When additional expertise beyond that of the staff of the Office of Disability Services is needed to assess a student's documentation, the Academic Assessment Committee, consisting of members of the faculty who are knowledgeable about disabilities, and staff members, including the ADA coordinator, evaluates the documentation, requests additional information if, in their judgment, it is required, and makes a recommendation to the Office of Disability Services. Documentation must validate the need for services based on the individual’s current level of functioning in an educational setting. If the documentation is found to be insufficient the institution is not obliged to provide accommodations. If the documentation is found to be sufficient, appropriate accommodations are recommended. All levels of academic organization, the college, the department, and the individual faculty member, are required to provide all qualified students with disabilities with appropriate, reasonable accommodations. What accommodations must be provided? Students with disabilities may be accorded two types of accommodations: They may be permitted to substitute particular courses for some of those required under their degree requirements, or they may be afforded approved accommodations within the courses they take. If a course substitution is requested, the request must be received by the academic department that teaches the course to be deleted from the student's requirements no later than the semester prior to one in which the student proposes to take one or more of the substitute courses. Ordinarily the request should arrive at the department office before the 12th day of classes of a long semester, or the 4th day of classes of a summer session.

Once received by the department, the course substitution request is considered by the department chair, who consults with the Office of Disability Services before making a recommendation. The chair’s recommendation
regarding substitution is forwarded to the dean of that college. Employing the college’s usual procedures for
decisions about curricula, and consulting with other colleges as necessary, the dean makes the final
determination about whether the requested substitution may be allowed, or does, in fact, represent a
fundamental modification of the program in question. Before a course substitution is considered there should be
evidence that even with reasonable accommodation the student cannot succeed in the required course. Requests
for accommodation within a particular course should, when possible, be received by the Office of Disability
Services before the beginning of the semester in which the student with a disability is to enroll in the course.
Once received, the accommodation request is considered by Disability Services and, if required, by the
Academic Assessment Committee. If the decision is to recommend against providing the requested
accommodation, the student is informed. If it is decided that accommodation is to be provided, a record of that
recommendation, together with a recommendation of the general type of accommodation to be provided is sent
to the instructor of the subject course, with a copy to the department chair. In consultation with the chair, the
instructor then meets with the disabled student to work out precisely how the recommended accommodations
are to be implemented in the context of the particular course. To make provision of appropriate accommodations
as effective as possible, students with disabilities are to meet with instructors from whom accommodations are
requested as early in the semester as possible.

It is expected that the student, the Office of Disability Services, the Academic Assessment Committee, the
department chair, and the course instructor will cooperate to identify accommodations that meet the student’s
documented need without fundamentally altering the course.
Who must provide approved accommodations in a particular course? Accommodations most commonly
requested may include providing services such as readers, interpreters, and note-takers; allowing extra time for
examinations; using alternate forms of examinations; recording lectures; using computer software for assistance
in studying and on tests; and, on rare occasions, relocating the classroom.

It is the responsibility of the Office of Disability Services to provide readers, interpreters, and note-takers when
needed. The instructor is expected, however, to cooperate with Disability Services in accommodating these
service providers in the classroom. It is the responsibility of the instructor to organize examinations so students
with disabilities may be accorded extra time and special testing conditions. When possible, special testing will
be done within the offices of the academic department. When testing cannot be done in the department,
however, Disability Services will provide secure facilities and supervision.

When special materials (e.g., Braille transcripts or audio recordings of course materials) are required, it is the
joint responsibility of Office of Disability Services and the instructor to arrange to make these materials
available to the student. Such materials must be made available to students with disabilities at the same time
that their equivalents are given to other students. It is the responsibility of the department chair, in cooperation
with the instructor and the dean, to relocate courses when required. How are disagreements to be resolved?
Disagreements will be resolved according to the provisions of Policy F-34, Appeal Procedure Relating to the
Provision of Accommodations for Students with Disabilities.

PROGRAM LEARNING OBJECTIVES (PLO) PLO 1. The student will be able to prepare written and
verbal presentations presenting geographical research using the analyses and synthesis of appropriate
documents and primary data.
PLO 2. The student will possess geographic literacy as evidenced by the identification of the major concepts
involved with human spatial and ecological relationships. PLO 3. The student will be able to apply
geographical knowledge and skills to a variety of settings.
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. PLO5. The student will be able to read geographical research and to
identify its major methodological strengths and weaknesses.

STUDENT LEARNING OUTCOMES (SLO)--After successfully completing this course, a student will be
able to: SLO (1) Identify on a map the world’s major culture regions, such as religion, language, dominant
economic sector, continents and subcontinents.
SLO (2) Describe and/or graphically illustrate the demographic transition, including example nations in each
stage and dominant economic sectors that relate to each stage SLO (3) Describe key cultural markers and how
and why these differ from place to place SLO (4) Identify on a map the location of the world's major culture regions and how these are differentiated by key cultural markers.
SLO (5) Identify on a map population and migrations patterns in the United States and selected nations states and the cultural landscape formed. SLO (6) Identify on a map the location of the major global hotspots for nation/state conflicts and the environment.
SLO (7) Describe the process leading to sustainable development and the implication within rural and urban regions. SLO (8) Identify underlying geographic and historical issues behind major current events

THIS COURSE ADDRESSES PROGRAM LEARNING OBJECTIVES AS FOLLOWS:

PLO 1  SLO 1,2,3,5,8
PLO 2  SLO 1,2,3,4,5,6,7,8
PLO 3  SLO 1,2,3,4,5,6,7,8
PLO 4  SLO 7,8
PLO 5  SLO 1,2,3,4,5,6,7,8