BORDERLANDS of the UNITED STATES and MEXICO: Geography
450.001, Fall 2012 TTH 12:30-1:45
Geography Program SFASU

Professor: Jeff Roth
Office: LAN # 352 E-mail: jroth@sfasu.edu
Office Hours: Monday/Wednesday 12-1pm, Tuesday/ Thursday 11-12:30 pm, or by appointment

REQUIRED: You will be required to print and read selected works including but not limited to
- Richard Nostrand, The Making of America's Culture Regions
- David J. Weber, “Turner, the Boltonians, and the Borderlands,” American Historical Review

You are required to read and use websites

DESCRIPTION: Physical, cultural, political, and economic characteristics of specified states and regions. Area may vary from continental scale to city scale.

GOALS: 1. Learn basic concepts of area studies and how these apply to the Borderlands. 2. Develop tools of thinking, scholarship, and problem solving. 3. Inspire a desire to travel, observe, and understand the world.

EVALUATION and GRADING:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>100</td>
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<tr>
<td>Term Paper</td>
<td>100</td>
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<tr>
<td>Class Participation</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>400</td>
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Class Participation Subjective and based on Attendance, Punctuality, Attitude, Professionalism, Newspaper Readings and Personal Conservation Plan.

   a. You are required to read and think about the borderlands daily.
   b. You are required to meet with your peer group bi-weekly
   c. Your group will provide weekly reports and discussion concluding with a group presentation. Groups have the means to remove non-participating members after consulting me. Non-participating members removed from a group will automatically lose fifty percent of the grade
   d. Group presentation will be a crafted powerpoint in a way suitable for a professional audience on relevant current issue(s) I approve such as immigration, drugs and narcotics, crime
   e. You must bring discussion material to class daily and be prepared to discuss it.

Example of the time requirements and credit hours awarded for a face-to-face lecture course:

GEO 450 Borderlands (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks, and also meets for a one hour mud-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, writing, and preparing discussion.
SUBJECT TO CHANGE

Week 1 Introduction and the Borderland of the United States and Mexico
Week 1. Introduction Fundamentals of geography and Area Studies (Notes)
Week 2. North America and the Physical Environment and Human Ecology
Week 3. The Spanish Border Region
Week 4 Research Assignment introduces
Week 5. Historical Geography and Spanish generalizations
Week 6. Frontier institutions
Week 7 1. Who are the people? Migration, Colonization, and Occupation
EXAM 1
Spring Break March 16-25
Week 8 Creating the Cultural Landscape/Shifting Frontiers/Hispanic Population
Week 9 The U.S. Mexican Border
Week 10 Elements of a Strong Nation State
Week 11 The Vernacular Landscape of the Borderlands
GEOGRAPHY BREAK APRIL 1-7
Week 12 Water (Natural Resources if Time Permits)
Week 13 Borderland Rivers
Week 14 Rural and Urban Issues
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: 468-6652
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. No electronic devices at all in class and cell phones should be stored away! No taping! NO TEXTING! 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.
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:

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Providing services such as 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. PLO 5. 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