Cultural Landscapes

HIST-5381-001
Dr. Perky Beisel
Fall 2023
Office: Dugas Liberal Arts North 305
Ferguson 472
Hours: MWF 9:00-11:00, MW 1:00-3:00 (and by appointment)
Tuesday 6:00-8:30 PM
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Course Description
HIST 5381, Seminar in Public History. Research and readings in various aspects of public history. Various topics, including corporate histories, family histories, historical surveys, museums, or anniversary exhibition. Repeatable with change of topic.

Course Objectives
This course will introduce students to the essential knowledge, skills, and abilities required to successfully conduct cultural landscapes research and management in the United States including the field’s historiography, notable laws and best practices, element identification and history, the role of cultural landscapes in American society, and the leading cultural landscapes practitioners and organizations. Students will read short essays, extended monographs, articles, and technical briefs as they become familiar with the literature, processes, critical issues, and standard terminology of cultural landscapes. The assignments will include individual projects, oral reviews and examinations, field trips, and in-class presentations. The primary course objective is for each student to develop the visual and intellectual acuity to perceive cultural landscapes and to investigate their significance in the past as well as how to manage them for the future.

Program Learning Objectives
1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).

This course will address PLOs 2, 3, 4, and 5.

Student Learning Objectives
1. The student will demonstrate proper usage of cultural landscapes terminology with regards to technology, approaches, legislation, agencies/organizations, and programs.
2. The student will demonstrate the ability to document and research cultural landscapes at professional levels, such as Section 106 or National Register documentation.
3. The student will demonstrate an understanding of the development of cultural landscapes as a resource and the field’s literature with special focus on different methodologies, research topics, and emerging issues.
Required Texts

Recommended Texts
The Cultural Landscape Foundation. [https://www.tclf.org/](https://www.tclf.org/)

Grading Policy
The final grade in the course is determined by the total number of points earned on participation, summaries, presentations, projects, and attendance. Students are responsible for reading all instructions, study guides, and relevant information posted on D2L. Successful participation includes advance reading, timely submission of assignments, and meaningful contributions to class discussions. At the graduate level, A is expected, B is passing, C, D, and F are not acceptable.

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A = 100-90.00\% \quad B = 89.9-80.0\% \quad C = 79.9-70.0\% \quad D = 69.9-60.0\% \quad F = 59.9-0.0\%
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Course Requirements
There will be large number of assignments in this course. Each is described briefly below, readings and final due dates are in the calendar. Additional instructions, intermediate due dates, and resources will be provided on D2L or in class at a later time. There are a total of 100 points for the semester.

- Assigned Reading Discussion Leadership and Participation (15 points). Each student is expected to prepare questions and discussion points on mandatory readings and regularly participate in class discussion in a quality manner. This includes any added exercises given during the seminar.
• Curriculum Vitae and Cover Letter (5 points). Each student will submit her/his current CV as well as a one-page standardized cover letter for a current public history position. No grade until acceptable.

• Three Outside Reading Reviews (10 points each). Each student will write scholarly book review for each outside reading (following the guidelines of the American Historical Review and the National Council on Public History). The review should focus on an analysis of the author’s thesis, historiographical placement, contribution to field, evidence provided, and strength of argument. In addition to the actual review, each student should include a brief summary of the author’s background and training. This should not be a table of contents summary of the reading. Use the following format: double-spaced, 12 point font, 1” margin, name and date upper left of first page, remaining pages with page numbers in either upper right or lower center. Due on relevant week.

• Individual Research Paper (30 points) & Presentation (10 points) total. Each student will write an extended research paper (20 pages minimum) on a cultural landscapes type or specific resource, historiographical debate, or preservation approach. The bibliography does not count towards page limit. Students will submit a first draft submission (at least 10 pages plus bibliography), conduct a peer review (of a second draft submission), and submit a final submission. During final exams the student will prepare and present to the full class a conference style PowerPoint of ten to fifteen minutes about the research.

• Historic Resources Survey Style Field Trips (10 points). Each student will participate in at least one HRS style field trip during the course of the semester. There will be several offerings to accommodate students’ schedules. Ideally group transportation will be provided, however due to current budget cuts this cannot be promised. Students may attend more than one or all of the HRS style field trips, but it is still 10 points.

Notifications

Explanation of credit hours awarded for course:
This is a graduate-level history course. SFA Graduate courses in history generally meet 2,250 minutes (37.5 hours), including examination times and seminar presentations, during the course of a semester. Students are expected to complete weekly reading assignments of primary and secondary sources (books, scholarly articles, book reviews, etc.). Completion and comprehension of the readings is assessed through seminar style discussions, in-class presentations, and out-of-class writing assignments, including response papers, historiographical essays, annotated bibliographies, and research papers. Students are typically required to conduct a significant research project, including a research plan, an assessment of sources relevant to the project, class presentations in which they report on the progress of their project, and a final research paper. Formal written work over the course of the semester ranges from 30-35 pages. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Doing the required reading, completing out-of-class writing assignments, and consulting with course instructors generally averages at least 10-12 hours of work each week. Online sections of graduate courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students.
Attendance Policy:

Regular and punctual attendance is expected. Attendance comprises not only physical presence and prompt arrival but also mental alertness – watching videos, text messaging, working puzzles, and speaking with others will not be considered as full participation. Students should strive to regularly communicate their understanding of the material in class and immediately seek additional help if needed. Students may be excused from attendance for certain reasons, among these are absences related to health, family emergencies, and student participation in university-sponsored events. However, students are responsible for notifying the instructor in advance whenever possible for excusable absences. Students are responsible for providing timely documentation satisfactory to the instructor for each absence either in person or by using the Office of Community Standards’ absence notification. Regardless of the reason, a student is still responsible for all course content and assignments. (see Class-Attendance, 6.7-February 2, 2021 for more information)

Code of Student Conduct and Academic Integrity (https://www.sfasu.edu/docs/policies/10.4.pdf):

This policy prescribes the standards of conduct students are required to adhere to as a student of Stephen F. Austin State University. This policy affects all students, regardless of classification, enrolled at SFA.

The CSCAI outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Instructor’s note: In this course the use of AI is not acceptable. Students are always expected to do their own work and express their own ideas, no exceptions. Outside sources must be used according to course and assignment instructions and properly cited (Chicago Manual of Style) if allowed. I retain the option to penalize you to the maximum according to Policy 10.4.
Withheld Grades (Course Grades, 5.5-April 20, 2021):
Ordinarily, at the discretion of the instructor of record and with the approval of the academic unit head, 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 by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, 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 additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Academic Accommodation for Students with Disabilities (6.1-April 11, 2022):
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 for the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA, as amended by the Americans with Disabilities Act Amendments of Act of 2008 (ADAAA).

Per ODS: 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://www.sfasu.edu/disabilityservices/. Please read the complete policy at https://www.sfasu.edu/docs/policies/6.1.pdf.

Instructor’s Note: It is the policy of the Office of Disability Services that students should communicate directly with the instructor about their needs, simply completing the paperwork is not acceptable.
Student Wellness and Well-Being:
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic
Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Student Outreach and Support
- Wellness Coaching
- Counseling Services
- Food Pantry
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
**Calendar (subject to change)**

**August 29** Introduction to Cultural Landscapes
No readings; review of syllabus; field trip possibilities; Introduction to Cultural Landscapes

**September 5** Cultural Landscapes in the United States – Historiography of / Theory of

- **Readings**
  - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapters 1, 11, 14, and 16
  - Jackson, *Discovering the Vernacular Landscape*, ix-55
  - Longstreth, *Cultural Landscapes*, Preface, Introduction, Chapter 1, 8, 11

**September 12** Cultural Landscapes in the United States – Historiography of / Theory of

- CV and Cover Letter Due
- Outside Reading Group #1 Reviews Due
- **Readings**
  - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapters 3 and 7
  - Robert Z. Melnick, “Cultural Landscapes: Places that We Look at Every Day, but Often Don’t Really See,” Texas Cultural Landscapes Symposium 2020, [https://www.youtube.com/watch?v=jCUbZyW5i2c&t=53s](https://www.youtube.com/watch?v=jCUbZyW5i2c&t=53s)
  - Susan Dolan, “The Development of a National Park Service Perspective,” Texas Cultural Landscapes Symposium 2020 [https://www.youtube.com/watch?v=XmTiXL1fvrg&t=97s](https://www.youtube.com/watch?v=XmTiXL1fvrg&t=97s)
  - Yi-Fu Tuan, *Space and Place: The Perspective of Experience*, Introduction, Chapters 6 and 12

**September 19** Cultural Landscapes Types – 16th-mid-19th Centuries

- Outside Reading Group #2 Reviews Due
- **Readings**
  - Jackson, *Discovering the Vernacular Landscape*, 59-64
  - Rachel Feit et al, “A River Used to Run Through It: The Borderlands Cultural Landscape of the Oñate Crossing,” Texas Cultural Landscapes Symposium 2020, [https://www.youtube.com/watch?v=HjAuIHAK0gE](https://www.youtube.com/watch?v=HjAuIHAK0gE)
  - McHenry, “Eighteenth-Century Field Patterns as Vernacular Art,” in *Common Places*

**September 26** Cultural Landscapes Types – 19th & 20th Century Natural, Rural, and Vernacular

- **Readings**
  - Jackson, *Discovering the Vernacular Landscape*, 131-144
  - Longstreth, *Cultural Landscapes*, Chapters 5
  - Gabrielle Lanier, “Landscapes,” in *Architecture and Landscapes of Pennsylvania Germans*
October 3 Cultural Landscapes Types – 19th & 20th Century Urban, Industrial, and Transportation
• Outside Reading Group #3 Reviews Due
• Readings
  Groth and Bressi, Understanding Ordinary Landscapes, Chapters 2, 9
  Jackson, Discovering the Vernacular Landscape, 66-81
  Longstreth, Cultural Landscapes, Chapter 3
  Michael Conzen, ed., The Making of the American Landscape, 2nd ed., Chapter 13
  Borchert, “Alley Landscapes of Washington,” in Common Places

October 10 Cultural Landscapes Types – Political & Economic
• Outside Reading Group #4 Reviews Due
• Readings
  Groth and Bressi, Understanding Ordinary Landscapes, Chapters 10
  Michael Conzen, ed., The Making of the American Landscape, 1st ed., Chapter 7
  Michael Conzen, ed., The Making of the American Landscape, 2nd ed., Chapter 19
  Louise Mozingo, “Campus, Estate, and Park: Lawn Culture Comes to the Corporation,” in Everyday America

October 17 Cultural Landscapes Types – Social & Cultural
• Outside Reading Group #5 Reviews Due
• Readings
  Groth and Bressi, Understanding Ordinary Landscapes, Chapters 5, 6, 12
  Jackson, Discovering the Vernacular Landscape, 89-101, 125-130
  Longstreth, Cultural Landscapes, Chapters 4
  Michael Conzen, ed., The Making of the American Landscape, 2nd ed., Chapter 17
  Frank Edgerton Martin, “Puzzles and Promise of Campus Landscape Preservation,” Planning for Higher Education

October 24 Identifying, Surveying, and Documenting Cultural Landscapes
• Readings
  Longstreth, Cultural Landscapes, Chapters 7, 9
  Robert Z. Melnick et al, “Integrity as Process and Feature,” in Change over Time
October 31 Identifying, Surveying, and Documenting Cultural Landscapes
• Outside Reading Group #6 Reviews Due
• Readings
Robert Z. Melnick, “Caring for America’s Colleges and Universities,” Planning for Higher Education
Carol Grove, “Assessing the Linear Landscape: The Case of Route 66 in Missouri,” Fourth National Forum on Historic Preservation Practice
Kevin O’Briant, “What’s in a Name? Understanding the Lewis and Clark Trail as a Cultural Landscape,” We Proceeded On

November 7 Preserving / Managing Cultural Landscapes
• Readings
Longstreth, Cultural Landscapes, Chapters 2, 6, 10
Robert Stipe, ed. A Richer Heritage, Chapter 6

November 14 Preserving / Managing Cultural Landscapes
• Outside Reading Group #7 Reviews Due
• Readings

November 21 – Thanksgiving Break – No Class

November 28 Interpreting Cultural Landscapes
• Outside Reading Group #8 Reviews Due
• Readings
Groth and Bressi, Understanding Ordinary Landscapes, Chapter 17

December 5 The Future of Cultural Landscapes
• Final Research Paper Submission Due

December 12 Final Exam Period
• Individual Power Point Presentations