HIST 184: American Historical Geography

Course Description:
This course will introduce students to the field of Historical Geography, which is an exciting combination of physical and cultural geography. Through the intersection of these fields we will examine the role that geography has played in influencing historical events, shaping American (and Californian) history, and dictating the directions of growth throughout that history. We will examine this influence through discussions and readings on the unique qualities of the different regional areas of the United States, the impact of European contact with the North American continent, the explorations of the continent and the issues of expansion and control of the land, the relationship of ethnicity and race to geography and history, conflicts over resources and land usage, the rise and impact of the urban environment, and the coping/survival mechanisms of nature and humanity in the light of disasters.

Learning Goals and Objective & Outcomes:

Departmental:

Goal 1: An understanding of one's own and other cultures in a global context

Objective 1: Students will demonstrate an understanding of the broad context of human experience as well as a systematic and analytical comprehension of one area of historical concentration.

1. Students will examine and assess the interrelationship of American history within the global framework of world events. (quizzes, presentations, in class discussion, exam)
2. Students will analyze and assess the impact of political, social, and demographic movements on the American landscape (quizzes, presentations, class discussion, exam)
3. Students will analyze and assess the impact and influence of the US landscape on its history (quizzes, presentations, in class discussion)

Goal 2: Critical thinking and expression

Objective 2: Students will demonstrate a mastery of critical thinking, problem solving, written and oral communication, as well as practical skills

1. Students will examine and reflect upon these interrelationships through presentations, class discussions, quizzes, and a comprehensive project.

Goal 3: Engaged citizenship

Objective 3: Students will demonstrate an understanding of the historical context of contemporary social and civic issues

1. Students will reflect upon historical issues as well as contemporary issues regarding interaction with the American landscape by linking past historic events and policies with current issues and problems. (in class discussion, exam)
2. Students will appraise and evaluate differing opinions, perspectives and viewpoints regarding the geographical history of the United States (presentations, in class discussion, exam)

Civic Engagement Goals:

1. Students will be able to critically evaluate, and express reasoned opinions about, the role of public organizations (governmental, non governmental, multilateral, or international) in civic life through both oral and written work. (Civic Life, Communication)
   a. Describe the basic relationship of individuals and groups to the American landscape in American history (comprehensive exam, in class discussions, projects)
b. **Analyze and assess** the changing relationships of land and resource usage including the growth and development of movements, agencies and policies (presentations, group discussion, final exam, projects)

c. **Analyze and assess** the impact of racial and gender issues in relation to their interactions with the environment, as well as their authority/agency in shaping policy and actual practices (in class discussions, quizzes, presentations, final exam)

d. **Apply and analyze** both primary and secondary sources in the discussion and evaluation of class topics. (presentations, in class discussion, projects)

2. Students will analyze and evaluate civic issues by engaging in active and collaborative learning with peers and others through one or more of the following

   a. Working cooperatively with other students in class
      
      i. **Develop and evaluate lesson plans** (Liberal Studies Students will present, but all will be involved in the evaluation process) regarding the application of geography in the classroom (Curriculum Project)

      ii. **Develop and Evaluate geographic histories, contemporary assessments, and plans for future developments for areas in the Santa Clara vicinity** (non-Liberal arts students) (Research Project)

   b. Actual observation and participation in the contemporary ramifications of various types of civic life or civic discourse
      
      i. **Recognize** the impact of the local geographical history and its impact on the area today (class discussion, lecture, planning exercise)

      ii. **Apply** the lessons learned of past geographical relationships to contemporary issues and **reflect** on how historical patters have shaped contemporary discussions (class discussions, presentations, planning exercise)

      iii. **Collect and analyze** historical geographic information about local areas and historical sites (research projects)

      iv. **Prepare and create** teaching curriculum which marry American history with its geographical heritage and influence (Liberal Studies students – Curriculum project)

**Required Texts:**
University Readers, Course Reader (2012)
Jacob Riis, *How the Other Half Lives*
Thomas Egan, *The Worst Hard Time*
Selected Readings on Camino.

**Course Assignments:**

**Quizzes**
There will be three map quizzes throughout the quarter, as knowledge of geography is essential to the study of this course. Maps are located in the course reader/and or will be distributed in class. The dates of the map quizzes are listed along with the reading assignments at the end of the syllabus.

**Research Project/Curriculum**
Depending on your major field of study you will either create a curriculum dealing with an aspect of the interconnection between history and geography, or you will be working on a geographically based research project/paper. Either project will be due no later than **Tuesday, June 5th** during class time.

**Curriculum Projects**
All Liberal Studies, urban education, and teaching focused students are required to create a two week curriculum focused around the integration of history with geography utilizing the History-Social Science Framework established by the California Department of Education. Please sign up for a time slot in office hours during the second and third week of classes to discuss your grade and areas focus for your particular assignment. You must approve your topic with me prior to starting work on the project. The Curriculum will be submitted in hardcopy to me, as well as being uploaded to our class’ Camino website for future usage and reference.

**Research Project (non-liberal studies students)**

The research paper allows you to explore virtually any aspect of American Historical Geography (although some topics are off the table as they have been researched to death) that appeals to you. Please keep in mind however this is to be a history paper, not a report on current events. While portions of your paper may refer to the present, or future, the bulk must focus on events/phenomenon/people’s lives at least twenty years ago. You may focus on one particular historical period, or trace a trend or phenomena throughout many historic periods. While the bulk of your paper my focus on cultural geography, it must include the significance of **physical geography**. You must approve your topic with me prior to starting work on the project.

Your paper must include at least two maps (clear black and white photocopies are fine) that illustrate/support the argument you are making and the text should refer to your maps. You must also utilize at least two journal articles and at least one primary source (a source created in the time you are examining). The paper should between 10-15 pages in length (text) not including your maps and bibliography.

Your paper should be printed (in black ink) in 12pt, Times New Roman font (or equivalent) and stapled. Margins for the paper should be set at one inch on all sides and please do not right justify your paper. Remember to check to make sure your margins are set for the correct spacing, as one inch is not the standard default for Microsoft Word, or many other word processing programs. Also please be sure to insert page numbers in your paper.

**DO NOT** submit your papers in plastic folders, binders, or covers.

Before you submit your paper be sure to proofread your paper for spelling and grammatical errors. Remember a computer that spell & grammar checks is not the same as a human who edits. Finally all papers must be turned in on the due date specified. Any late paper will receive a full grade deduction for every 24 hour period that it is late.

**Book Presentations**

The book presentations consist of a book review, not a book report of one book on the bibliographic list. You are to present to the class a 15 minute (not longer) presentation detailing the important elements and arguments of the book along. Along with the oral presentation, you are to create a one page handout for your fellow classmates, as well as a two to three page written book review (only for the professor). **The book reviews provide additional perspectives on the interwoven nature of history and geography and provide a platform for the discussion and debate of these issues, outside of the material presented in the class reader and texts.** These book reviews/presentations will come to play an important role in your final exam, as they will form the bulk of material for the large thematic question on your final exam. If you fail to attend class on the date of your assigned presentation, the presentation cannot be made up and you will receive a zero for the presentation grade. Attached at the end of the syllabus are the book review assignment, a sample review, and the booklist from which to choose a title.

**Discussion Leaders:**

Students will take turns during the quarter leading class discussion on the weekly readings. Leading class discussions in the readings not only allows for greater engagement with the topics at hand, but also provides a framework for creative thought and topical investment. Guidelines for leading the class
discussions are attached. The discussion assignment calendar will be handed out during the second class period.

**Final Exam:**
The final exam will be a take home exam, which will be due on the date of the final, no later than the end of the assigned testing period. The exam will be short answer and essay in format. The exam will be comprehensive in that it will deal with broad themes that we have discussed throughout the quarter, but will not necessarily focus on the details that we have covered (those are what the quizzes are meant to cover.) The exam is due by the time and date specified. Any exams that are handed in after the time and date specified, will receive a grade of zero. A hard copy of the exam is to be turned in during the exam testing period and an electronic copy of the same exam is to be turned in to Turnitin.com by the end of the testing period that same day. **All exams must be submitted in both formats to receive a grade. A failure to submit both an electronic copy to Turnitin, as well as a hard copy by the deadline specified will result in a grade of zero.**

In regards to essay questions be sure to follow a couple of simple rules:
1. Answer the question **being asked** – not the one you think is being asked, or the one you would like to answer.
2. State you position concisely & early on in your essay.
3. Arrange your information to support your answer – just don’t write everything you known on that particular topic, or emotional appeals, or editorialize (unless asked).
4. Answer the **entire** question – make sure you are answering all parts of the question being asked.

**Class Contribution & Attendance**
Come to class prepared to discuss the reading assignments and with an open mind to any other discussion that might develop in class. Your grade depends as much on the quality of your contribution, as the quantity. You are expected to bring the readings with you to class, as they will be referenced and utilized on a class by class basis. Students are expected to attend class regularly. Failure to do so will be reflected in your class contribution grade. While lecture will compose a component of the class, your class discussion and participation are also essential elements of the learning process. The more that one participates, the more one gains from the experience. An open, prepared, and engaged mind will only help to stimulate the learning atmosphere.

**Grade Breakdown:**

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<th>Percentage</th>
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<tr>
<td>Map Quizzes</td>
<td>10%</td>
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<tr>
<td>Research Project/Curriculum</td>
<td>25%</td>
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<tr>
<td>Book Presentation/Handout</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Class Contribution</td>
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<td><strong>Total</strong></td>
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**Grade Scale:**

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<tr>
<th>Grade</th>
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<tr>
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<td>95-100%</td>
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<td>A-</td>
<td>90-94%</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>59% and below</td>
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**Turnitin.com**
If you have not used Turnitin.com before and Santa Clara, you will need to establish an account at Turnitin.com. Select “Create a User profile” and follow the prompts. Once you have created an account add this class to your personal page using our specific class id and password. Our Historical Geography class ID is “5010319” and the password is metropolis.

Camino
The Camino website (camino.scu.edu) is regularly used for class communication and postings of handouts, supplementary readings, syllabi, etc. All the supplementary readings can be found on Camino under the heading of “Lessons.”

Classroom Policies & Behavior:
In the event that a class must be missed, you will still be responsible for any make up work, missed information and class notes. Please also be sure to arrive on time for class: the class starts at the time indicated on the schedule of classes, not when all students have arrived. The first 5-10 minutes of class are frequently the time when announcements are made, assignments are handed out and instructions are given. Consistently arriving late for class may have serious disadvantages to your overall performance in class.

Email is the best way to contact me although I regularly check my office voicemail as well. If you have submitted work to me via email it is your responsibility to make sure that I have received it. I will write you to confirm receipt but you must make sure that you receive confirmation. An email sent is not always an email received.

CELL PHONES ARE TO BE TURNED OFF AND PUT AWAY until the end of the class period. If for any reason you need to be reached for family or personal emergency reasons please speak to be at the beginning of class and inform me of the situation. Anything else can wait until the break or after class.

Any violation of the Student Standards of Conduct will not be tolerated in the classroom. Students are expected to exhibit academic integrity, and not lie, cheat, or steal, which includes plagiarism. Plagiarism is submitting work in any form that did not originate with that student and is not properly cited or acknowledged (with footnotes or a bibliography.) Plagiarism ranges from improperly cited papers to submitting papers written, receive or bought from or by others. Any forms of dishonesty or cheating on any class assignments or exams will be subject to the college’s disciplinary action.

ANY EVIDENCE OF PLAGERISM OR CHEATING ON EITHER EXAM OR PAPERS WILL BE RIGEROUSLY PUNISHED. YOU WILL RECEIVE A “0” FOR THE ASSIGNMENT AND A FAILURE IN THE COURSE. FURTHERMORE YOUR ACTIONS MAY BE SUBJECT TO FURTHER UNIVERSITY DISCIPLINARY ACTION IF THE SITUATION WARRANTS.

Educational Access:
To request academic accommodations, including the usage of electronic devices (i.e. laptops, tape recorders) for a disability students must contact Disability Resources located in the Drahmann Center in Benson, Room 214, (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations. Please also feel free to speak to me privately if you feel yourself struggling in the class regarding lecture, notes, readings, etc., so that we can work together toward a more productive learning experience.
HIST 184: American Historical Geography Reading List

New Landscapes and New Peoples

Week 1: Landscapes, Peoples & First Settlement: Introduction to the American Landscape and to the Peopling of the Americas [April 2nd; No class on Thursday April 5th]

Week 2: The Colonial Landscape: European impressions of, utilization of, and conflicts with the American landscape. [April 9th]
- Salisbury, “The Indians’ Old World” [course reader]
- Houston, “A Place Called California” [course reader]
- Hornbeck, Aboriginal Subsistence Patterns [course reader]
- O’Mara, “Town Founding” [course reader]
- Penn, “Promotes His Colony” [course reader]

Week 3: Settling Down: Regional Landscapes [April 16th; 1st Map Quiz – April 19th]
- Anonymous, “A Traveler Describes” [course reader]
- Jefferson, “Nature of Blacks” [course reader]
- Andrews, “South Since War” [course reader]
- Blum, “Power, Danger, and Control” [course reader]
- McPherson, “The Distinctiveness of the Old South” [Camino]

Week 4: Go West!: Expansion and Settlement of the West [April 23rd]
- O’Sullivan, “Manifest Destiny” [course reader]
- Colton, “Gold Rush” [course reader]
- Bowlin, “Possibility of Western Lands” [course reader]
- “Homestead Act” [course reader]
- Limerick, “Frontier as a Place of Conquest and Conflict” [course reader]
- Cronon, “Railroads and the Reorganization of Time” [course reader]
- “An Editor Bids Good Riddance” [course reader]
- Turner, “The Significance of the American Frontier” [course reader]
- Worster, “Cowboy Ecology” [course reader]

Urban America and a changing world

Week 5: Romantics ideals and the urban reality: Rise of the Urban Landscape. [April 30th]
- Thoreau, “Sounds” [course reader]
- Emerson, “Nature” [course reader]
- Bryan, “To Cole,” and “To a Waterfowl” [course reader]
- Jefferson, “Query XIX” [course reader]
- Rourke, “Urbanism and American Democracy” [course reader]
- Simmel, Georg. “The Metropolis and Mental Life” [course reader]
- Sandburg, “Chicago” [course reader]

Week 6: The City and its inhabitants: Race and Ethnicity in the Urban Landscape [May 7th; 2nd Map Quiz – May 10th]
- Riis, How the Other Half Lives
Week 7: Picket Fences and Green Lawns: Suburbanization and Control of the American Landscape [May 14th]

- Ihlder, “Considers the Effects of the Automobile” [course reader]
- Eisenhower, “Special Message” [course reader]
- Jackson, “The Suburban Home” [course reader]
- Harris, “Race, Class, and Privacy” [course reader]
- Mumford, “Attacks Mass Suburbia” [course reader]
- Rome, “Suburbs and Pollution” [course reader]
- Twombly, “Undoing the City: Frank Lloyd Wright’s Planned Communities” [reader]

When the land fights back: Disasters, Struggles, Redefinition, and Renewal of the American Landscape and its People.

Week 8: Land and Resources: Conservation and Preservation of Resources [May 21st]

- Catlin, “A Nation’s Park” [course reader]
- Roosevelt, “There Must Be the Look Ahead” [course reader]
- Roosevelt, “The Property of Unborn” [course reader]
- Muir, “Fam Hetch Hetchy!” [course reader]
- Zimring, “Neon, Junk, and Ruined Landscape” [Camino]

Week 9: Disaster and Recovery? [May 28th -3rd Map Quiz – May 31st]

- Egan, The Worst Hard Times
- Guthrie, “Depression Era Songs” [course reader]

Week 10: The Politics and Economics of Disaster (and renewal) [June 4th]

- Bullard & Wright, “Race, Place and the Environment” [Camino]
- Rozario, “What Comes Down” [course reader]
- Bixel, “It Must Be Made Safe” [course reader]
- Goldberg, “9-11 Articles” [Camino]

FINAL EXAM:
THURSDAY JUNE 14TH
9:10-12:10PM