New Course Request

School/Division: Liberal Arts

Course Number: G418 (must be cleared with University Registrar)

Course Title: Historical Geography

Credit Hours: Fixed at 3 or Variable from to

Is this course to be graded S-F (only)? Yes No X

Is variable title approval being requested? Yes No X

Course description (not to exceed 50 words) for Bulletin publication:

Migration and diffusion, rural and urban settlement, industrialization and transport development as spatial processes, shaping the landscapes and geopolitical relationships of past places and peoples.

Lecture Contact Hours: Fixed at 3 or Variable from to

Non-Lecture Contact Hours: Fixed at or Variable from to

Estimated enrollment: 35 of which percent are expected to be graduate students.

Frequency of scheduling: every 2 years Will this course be required for majors? no

Justification for new course: Bringing up from IU Southeast—we don’t have any course with this scope

Are the necessary reading materials currently available in the appropriate library? yes

Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Date: 7-18-06

Approved by:

Date: 11-1-06

Department/Chairman/Division Director

Dean

Dean of Graduate School (when required)

Chancellor/Vice-President

University Registrar

SLA Undergrad Curri & Standards Comm Chair DATE

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
New Course Request

Check Appropriate Boxes:
Undergraduate credit ☑
Graduate credit ☐
Professional credit ☐

1. School/Division: Liberal Arts
2. Academic Subject Code: GEOG

3. Course Number: G418 (must be cleared with University Registrar)
4. Instructor: Owen Dryer

5. Course Title: Historical Geography

Recommended Abbreviation (Optional): (limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Summer 2007

7. Credit Hours: Fixed at 3 or Variable from to

8. Is this course to be graded S-F (only)? Yes ☑ No ☐

9. Is variable title approval being requested? Yes ☑ No ☐

10. Course description (not to exceed 50 words) for Bulletin publication: Migration and diffusion, rural and urban settlement, industrialization and transport development as spatial processes shaping the landscapes and geopolitical relationships of past places and peoples.

11. Lecture Contact Hours: Fixed at 3.0 or Variable from to

12. Non-Lecture Contact Hours: Fixed at or Variable from to

13. Estimated enrollment: 35 of which percent are expected to be graduate students.

14. Frequency of scheduling: every 2 years

15. Will this course be required for majors? no

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Submitted by:

Department Chairman/Director

Date: 7/18/06

Dean of Graduate School (when required)

Date: 7/10/06

Approved by:

Dean

Date: 1/1/06

Chancellor/Vice-President

Date: _______________________

University Registrar

Date: _______________________

Re-order B 81 62090 from Central Stores
Revised March, 1977

School/Division Copy

SLA Undergrad Curri & Standards Comm Chair DATE

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Geography 418: Historical Geography

"In contrast [to science], this method [history] is contextual in the sense that it takes people as they come. It seeks to understand why people acted as they did, and this means understanding why they thought and felt as they did. It is acutely sensitive to the motives behind action, contextual in its approach to understanding motives, and skeptical that covering laws can provide a full explanation for the motivation behind particular events."

"In short, we do not give free reign to personal whim, and one opinion is not worth as much as another. An interpretation becomes plausible only when it is fit to known facts, and scholars will dismiss ideas that do not have such grounding. This method recognizes that a scholar’s own values infiltrate his work yet it is enthusiastic for data. There is a wariness about sweeping generalization and about the power of encompassing laws to explain complex situations."


Contact information and a word of caution
Owen Dwyer, PhD
Department of Geography (access the website by clicking [here])
Cavanaugh Hall 213C
Check Oncourse for office hours or make an appointment with me
Phone: (317) 274-8808

The best way to contact me is via the mail function of Oncourse. Typically, I respond to Oncourse mail once a day, around 9am, Monday through Friday. Normally, I’m not online over the weekend. If you need me pronto, call me at the office or contact the department’s secretary Joyce Haibe at 274-8877.

NB: G418 is a three credit course. Traditionally, you can expect to spend three hours outside of class studying for every hour spent in class. As a three-credit course, there are 40.5 “in-class” hours in G418. Thus, by the traditional measure, you can expect to spend approximately 121.5 hours studying “outside” of class. The total is a whopping 162 hours spent studying over the six-week session. That breaks down to approximately 27 hours per week spent on G418. This is, of course, a rough guideline. Nevertheless, the fact remains that a six-week course is very time intensive.

Course description
"GEOG-G418 Historical Geography (3 cr.) Migration and diffusion, rural and urban settlement, industrialization, and transport development as spatial processes shaping the landscapes and geopolitical relationships of past places and peoples."

– Course description from the Indiana University Bulletin
In a manner analogous to history’s division of time into eras and periods, geography is concerned with the transformation of space into place. G418 invites you to think historically about the landscapes of economy, culture, and politics that we inhabit. As they explore the world around them, geographers study the connections between the landscapes they see and the forces that shape them. In G418, history provides the method for understanding the location of things in their place.

What kind of things? Well, in G418 the emphasis will be placed on using common geographic concepts – region, diffusion, landscape, spatial interaction, and cultural ecology – to make sense out of past places. We will look at culture regions, the diffusion of disease, immigration models, agricultural innovations and practices, the layout of cities, shifting market areas, changing patterns of segregation, and evolving impacts on the natural environment.

Throughout the course we’ll ask three deceptively simple questions of the world around us:

- Where are things located?
- Why are they there?
- How do they interact with the world around them?

All three questions have a historical component to them. While location may seem to be a trivial matter of latitude and longitude, location in its relative sense changes over time with shifting geopolitics and evolving opinions about what constitutes a “natural” resource. The matter of “why” is inherently historical. For instance, when it comes to explaining settlement patterns, historical modes of transport and patterns of commerce come to the fore. And the ecological perspective of interaction benefits from the historian’s careful sifting of evidence in its context.

The introductory discussion
A large measure of the success of this class depends on how well we accommodate different learning styles. Toward this end, we’ll spend some time during our first class meeting discussing your most successful learning experience, in-or-out of school. What life lessons did you take away from this incident? Describe it so that we can fully identify with the situation. Then, explain why you learned so much. Also, remember to introduce yourself along the way so we have a sense of who’s doing the talking.

Required media
The course textbook – Michael Kuby et al., Human Geography in Action, fourth edition, New York: John Wiley and Sons – is nothing short of excellent. How often do you hear a professor say that? Alas, not very often. In this instance, however, it is the absolute truth. Human Geography in Action was written by geographers who believe in inquiry-based learning – that is, learning by doing. As such, the text includes fourteen chapters, each of which introduces a geographic concept (e.g., spatial diffusion, segregation, the demographic transition model) accompanied by a case study (e.g., the spread of epidemics, African American migration to the American North, India’s growing population) that inform the practice of historical geography. Importantly, each chapter uses multimedia assignments (e.g., thematic mapping, database construction, field observations) and role playing (e.g., stakeholders in debates over urban sprawl, sustainable
development, environmental degradation) to actively engage you in *doing* geography, rather than simply reading about it.

*NB:* I recommend purchasing a new copy of the textbook. Used copies commonly contain incorrect answers and missing pages. New copies can be found online and at the campus bookstore.

In addition to the textbook, I will distribute the required scholarly articles and book chapters in the form of Adobe Acrobat files (pdf) via Oncourse.

**Computer and internet resources**
It is essential to your success in this course that you have regular and reliable access to a computer and the internet. The textbook for this course, *Human Geography in Action*, includes mandatory exercises which are accessed online. In addition, the online environment for G418 is Oncourse. If you don’t already know how to use Oncourse, it is high time you learned! Click [here](#) for help getting started with Oncourse or call 274-HELP (the University’s technology assistance center).

**Goals and principles**

*Fountains versus reservoirs: The goal of this course*
A philosopher once said that the goal of learning is to transform the mind into a living fountain of wisdom, not a sedentary reservoir of facts. Don’t get me wrong: Facts are important. You’ll learn lots of facts in this class as you read and complete the activities. Your command of the facts will be tested on the quizzes. But gathering facts is not the primary goal of this course – you can, after all, look up facts in a book. The goal of this course is to acquaint yourself with a set of geographic tools for historical problem solving.

Think about it this way. Facts can be compared to the individual ingredients for a cake: they don’t add up to much unless you know how to put them together (with the possible exception of eating the frosting straight out of the can – which is cheating, but so delicious!). This class is all about learning to put facts together. Sometimes we’ll have a recipe to guide us. Other times, we’ll have to be a bit more creative and follow our sense of good taste, if you will. That’s why the emphasis is on *doing* geography. No doubt, I could give you a list of ingredients – names of states and capitals and rivers and mountains – and you could memorize them. But that isn’t learning, at least not at the university level. To return to our original metaphor, fountains are kinetic, tracing an arc with light and water. Reservoirs, in contrast, run deep but their potential isn’t realized unless they breach the dam – and that makes a mess. Let’s strive to set our learning in motion rather than allowing it to stagnate in an oversized pond.

*Principles of Learning*
Importantly, G418 incorporates several of IUPUI’s Principles of Undergraduate Learning.
- Communication skills related to quantitative analysis are stressed in several statistics and map interpretation exercises.
- You will be asked to effectively express ideas and facts in the context of our weekly class meetings.
• Critical thinking skills associated with the analysis and synthesis of information are called upon, for instance, when comparing and contrasting the historic spread of different diseases.
• A better understanding of our increasingly interconnected world is promoted via assignments that explore the links between local and global issues around the world (e.g., human impacts on natural environments over time).

Click here for more information about the Principles of Undergraduate Learning

Course organization
Preparing for class, or reading, reading, and more reading followed by a quiz via Oncourse
Before each class I expect that you will check the Oncourse schedule and course mail. Be certain to do this inasmuch as I sometimes change the reading assignment.

Before coming to class each week you will be asked to read two (occasionally three) chapters from Human Geography in Action and several journal articles. Then, you are required to complete the week’s pre-class quiz. The Oncourse schedule will let you know which quiz is due. So, you might ask yourself, why give a quiz before class? The answer is simple: To provide you an appropriate incentive to master the reading material as well as lay the groundwork for an insightful class discussion.

Regarding the quizzes: What, when, and where
Each week you’ll have a single opportunity to log-on and complete the quiz. The quizzes are self-administered. You may use your notebook and textbook. In fact, the only thing you cannot do is collaborate with anyone (I address the issue of cheating below). Sounds easy, right? Wrong. Since you can use your reading materials and notes I assume that you’ll know the material very well. Therefore, I ask in-depth questions and the quizzes are timed. In a word, these quizzes can be very difficult.

• Six weekly quizzes will account for approximately fifty-two percent of your grade.
• The quizzes will be available via Oncourse for approximately forty-eight hours, between Monday (00:01am) and Tuesday (11:59pm).
• The quizzes include cumulative questions.
• You’ll have forty-five minutes to complete each quiz.
• Each quiz will consist of approximately twenty multiple-choice questions.
• Each quiz will be worth twenty points.

Pre-class quizzes are a bit unfamiliar to most people. To help familiarize you, I have provided a practice quiz available via Oncourse. You may take the practice quiz as many times as you like.

If you are anxious about multiple choice questions and their ilk, check out the links below for some helpful handouts to improve your study and test-taking skills. For tips regarding study skills and exam-taking strategies, click here. [After you’ve arrived at the University College site use the navigation bar on the left to choose the Helpful Handouts link under the Bepko Learning Center]

You might also find these three documents helpful for dealing with test anxiety. If you’d like to assess your level of test anxiety, click here. For a better understanding of test anxiety, click here.
And for tips on dealing with test anxiety, click here.

If you don't feel confident facing these issues on your own, you can call Counseling and Psychological Services (CAPS) at 274-2548, and schedule a consultation at their on-campus office. In most cases, IUPUI students can visit with a counselor for free. Finally, don't hesitate to contact me with any questions. I'll do (almost) anything to help you come to class prepared to make the most of the opportunity.

A note of caution regarding the quizzes and your internet connection
As stated above, you will have forty-five minutes to complete each quiz. I strongly recommend taking the quizzes on campus given the speed of the network and the lack of distractions. Taking a quiz at home is complicated by the fact that your computer may occasionally be disconnected from OnCourse – usually because of a slow modem connection. In these cases, immediately reconnect with OnCourse and resume the quiz – do not postpone the quiz until a later time. You will be allotted another 45 minutes to complete the quiz. Upon completing the quiz, send me a brief note via OnCourse mail explaining the situation. My OnCourse log tracks how long it takes students to submit their tests. When your connection is interrupted, the log will note that you received, in effect, extra time to complete your quiz. Without a written explanation, I'll presume that some form of cheating is afoot and begin an investigation. Likewise, a pattern of broken connections and longer-than-expected submission times will be interpreted as cheating and be dealt with as outlined below.

During class: In-class activities and discussion
After completing the quiz, you're ready for class. Class participation will account for nearly thirty-two percent of your grade. Each class period is worth twelve points and is organized into three, interrelated parts: response, activity, and reassessment. Each week before class I'll post several questions related to the reading assignment. During the first third of class, we'll discuss your initial responses to the questions. Participation during this initial response will be worth four points. After a short break, we'll settle into completing the problem-oriented activities that accompany the textbook – successful completion of which is worth another four points. Finally, I'll reassess your initial responses in light of the activity during the last third of class. Successful completion of each "third" of the class meeting is worth four points. The rubric below will give you a sense of how your performance will be graded.

Your in-class participation will be assessed and rated on a four-point scale:

- **Absent** – If you're not there, well, the score becomes a zero.

- "**At least you're here**" – The title says it all. You are present-and-accounted-for but not much else can be said in your favor. Perhaps you don't say anything. Or, maybe I can't understand what you're saying. Your arguments aren't backed up by sufficient facts; they're mostly personal opinions supported by vague assertions. There's little evidence of having completed the activities or readings – lots of opinions, not much back-up. If your in-class contributions are difficult to understand or don't contribute much of substance, you earn a two out of four.
• Okie-dokie – This sort of contribution does a lot of things right. It’s obvious that you’ve read. In fact, sometimes the problem here is that you can’t do much more than repeat what you read in the book. This is a problem because I want evidence that you’ve thought about the issue – not simply read about it and memorized some words. To your credit, you can marshal sufficient evidence to back up an argument – assuming that it has an argument! Nevertheless, you’re struggling to convey much insight into the larger issues raised by the question. The majority of postings fall into this category and result in a score of three out four.

• Excellent – This is a superior contribution, and it’s pretty rare. Besides doing all the okie-dokie things, it also shows a lot of creative effort. For instance, not only does it respond directly to the question but it takes the question apart and fully explains why some positions are held and others are not. In doing so it demonstrates an awareness of other points of view. It might also raise additional questions and speculate on the reasons why such questions are important. You’ve thoughtfully considered the issue and presented something that will engage our attention. The result is a score of four out of four.

Here are some examples of how I will apply the rubric.

Question: What influence, if any, does distance have on how we live our lives? How has its influence changed over time? Use examples from your own life or those around you to illustrate your argument.

The “At least you’re here” response:
Distance sucks! Take for instance the fact that I myself personally find it a real pain to commute downtown for classes so as a result I take online courses. As they say in the book: “<inserted a favorite quotation directly from the book>”

My reaction:
Yes, I agree, distance does suck. Good point … but a thoughtful response involves more than simply airing an opinion and stringing together some quotations. Sure, we all dislike commuting … so, how does commuting affect our lives? Are there other instances in which distance remains an issue? And, where’s your evidence?

The “okie-dokie” response:
Distance, as defined in the textbook, has a number of influences over contemporary life. First, <inserted paraphrased passage from textbook here>. Second, <inserted another paraphrased passage from the textbook>. Thus, I think it’s clear that distance does, indeed, still matter.

My reaction:
Nice summary of the issue – maybe a little too nice: put these ideas in your own words! I can tell that you read the chapter carefully but it isn’t appropriate to just parrot the textbook. I urge you to branch out and link what the book has to say with what you believe. Is the book always correct? Does it accurately reflect the reality of your life?

The “excellent” response:
Distance is dead, long live distance! A contradiction? No, not at all. As it says in the textbook, physical distance may have lost some of its stickiness – think of how quickly ideas, fads, and diseases (!) can spread as a result of distance-compressing technologies like television and airplanes – but where you are located still matters. Consider a class I took last semester. Commuting downtown simply wasn’t an option for me given my work and family responsibilities. The fact that the course was online allowed me to further my education – distance is dead! That said, I rarely feel comfortable enough in face-to-face classes to go ahead and fully express myself. Online, I feel much safer. Also, I think people listen more carefully online. And so I say: long live distance! So, does distance still affect our lives? Yes, it sure does. But, its effect is pretty tricky. On the one hand, I like that telephones and interstate highways allow me to stay in contact with my family. That said, I'm sick of telemarketers and sprawling, choked interstate highways (and the subdivisions that go with them are really ugly). So, have we conquered and tamed distance, or are we still struggling with it, just in new ways?

My reaction:

Thanks for this fascinating comment. I really hadn’t thought of distance in these terms. It seems that when it comes to distance we’re faced with one of those clichéd double-edged swords.

Final examination
The final examination (oral format) will be worth eight percent of your grade. I’ll meet with each student at an agreed upon time. We’ll discuss a set of pre-arranged questions from the course readings. Each exam will last roughly thirty minutes. Check the schedule for more details about the pertinent dates and times.

Final project
The final project will be to replicate and extend one of the activities from Human Geography in Action in the context of Indianapolis' historical development. For instance, the subject of Chapter 6 is migration within the United States between 1990 and 2000. A 2,500-3,000 word essay with the appropriate citations on the major trends in migration to and from Indianapolis over the course of a decade from the 19th or 20th centuries would be a suitable final project. The final project will be worth eight percent of your grade. Final projects will be due during the week of final exams. Check the schedule for more details about the pertinent dates and times.

Course schedule
Week 1: Where do we draw the line? Making sense of maps and regions
- Chapter 1, “True Maps, False Impressions: Making, Manipulating, and Interpreting Maps,” from Human Geography in Action
- Chapter 2, “Layers of Tradition: Culture Regions at Different Scales,” from Human Geography in Action
- Additional readings distributed via Oncourse

Week 2: Time and space wait for no one: How things move around
• Chapter 3, “Tracking the AIDS Epidemic in the United States: Diffusion Through Space and Time,” from Human Geography in Action
• Chapter 4, “Newton’s First Law of Migration: The Gravity Model,” from Human Geography in Action
• Additional readings distributed via Oncourse

Week 3: Your money or your life! Jobs and development around the world
• Chapter 6, “Help Wanted: The Changing Geography of Jobs,” from Human Geography in Action
• Chapter 7, “Rags and Riches: The Dimensions of Development,” from Human Geography in Action
• Additional readings distributed via Oncourse

Week 4: Too much of a good thing? Population, food, and the environment
• Chapter 5, “One Billion and Counting: The Hidden Momentum of Population Growth in India,” from Human Geography in Action
• Chapter 8, “Food for Thought: The Globalization of Agriculture,” from Human Geography in Action
• Chapter 14, “Preserving the Planet: Human Impact on Environmental Systems,” from Human Geography in Action
• Additional readings distributed via Oncourse

Week 5: Going, going, gone: Cities, suburbs, and urban sprawl
• Chapter 9, “Take me out to the ball game: Market Areas and the Urban Hierarchy,” from Human Geography in Action
• Chapter 10, “Reading the Urban Landscape: Census Data and Field Observation,” from Human Geography in Action
• Chapter 11, “The Disappearing Front Range: Urban Sprawl in Colorado,” from Human Geography in Action
• Additional readings distributed via Oncourse

Week 6: Knowing your place: Segregation, nationalism, and space
• Chapter 12, “Do Orange and Green Clash? Residential Segregation in Northern Ireland,” from Human Geography in Action
• Chapter 13, “Breaking Up is Hard to Do: Nations, States, and Nation-States,” from Human Geography in Action
• Additional readings distributed via Oncourse

Final Exam: time, place, and date to be determined
Final project: time and date to be determined

Grades
There are a total of 228 possible points. Grades will be distributed as follows:
A+  =  221 to 228 pts  \hspace{1cm} C+  =  176 to 181
A   =  212 to 220  \hspace{1cm} C   =  166 to 175
A-  =  205 to 211  \hspace{1cm} C-  =  160 to 165
B+  =  198 to 204  \hspace{1cm} D   =  114 to 159
B   =  189 to 197  \hspace{1cm} F   =  0 to 113
B-  =  182 to 188

**Rights and responsibilities**

*Mine*

For my part, I will:
- be available online during the posted hours. If the scheduled times are inconvenient for you, we can make arrangements to meet at another time.
- Your grade in this course will be based on the work you do.
- Information concerning your grade will remain confidential.

*Yours*

Your responsibilities include the following.
- If you celebrate a religious holiday and as a result will miss a portion of the class, notify me in writing at the beginning of the semester.
- It is inappropriate to interrupt or in any way disturb your fellow students as they attempt to make the most of their coursework. If individuals abuse the online environment and make it a hostile place for other class members, I will file a report with the Dean of Students and appropriate measures will be taken to remedy the situation.
- All contributors to the discussion in G418 are asked to show respect for themselves and others by not using slurs or derogatory language. This is not a free-form setting. It is analogous to a professional forum and as such manners and decorum are expected.
- Importantly, I expect that you will check Oncourse regularly for any course announcements or mail that has been posted.
- No make-up work will be made available. It is your responsibility to complete the quiz and discussion forum each week.

**On the delicate issue of cheating**
The vast majority of students do not cheat. Their honesty is to be commended. So that their honesty is not compromised, I will not tolerate cheating on the part of the small number of students who, for whatever reasons, choose to do so. The work (quizzes and discussion postings) you submit for grading must be your own. Plagiarism or other forms of cheating will result in a failing grade for the course and a report being filed with the Dean of Students. You are referred to the IU Student Code of Ethics for further information. Click [here](#) for the IU Student Code of Ethics.