

OCT 30 2000

# General Education Course Proposal

Proposed Course: GEOG 169 The American West Units 3  
Prefix No. Title

Department: Geography School: College of Social Sciences

**GE Category (Indicate one category only):**

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D\_\_\_; E\_\_\_  
Integration: B\_\_\_; C\_\_\_; D x; International/Multicultural\_\_\_

Existing Course \_\_\_; Revised Course \_\_\_; New Course x

Course Included in Current GE Program \_\_\_

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Physical and human geography of the western continental United States. Occupance of the region, both historically and in contemporary times, by different peoples including Indians, Hispanics, Anglos and others. Examines population, land and resource use, urban centers, and subdivisions of the American West.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 1; Year 3 2

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

<u>[Signature]</u> Department Chair	<u>2/8/00</u> Date	<u>[Signature]</u> School Curriculum Committee	<u>10/27/00</u> Date
<u>[Signature]</u> School Dean	<u>10/27/00</u> Date	<u>[Signature]</u> General Education Subcommittee	<u>12/1/00</u> Date
<u>[Signature]</u> Associate Provost	<u>12/1/00</u> Date		

General Education Course Proposal  
Department of Geography

Attachment 2

Elements Common to All Sections of the Course/General Syllabus

**Geography 169. The American West**

Geography 169 examines the geography, both in historical and contemporary terms, of a distinctive and important part of the United States – the American West. It addresses the character of the land and its settlement by the earliest Americans and the more recent arrivals. Also considered are its population and peoples, the importance of its cities, its resource endowment, the regional economy, and its major geographical subdivisions.

Geography 169, The American West, satisfies the 3 unit Integration requirement for upper division Area D, only if the student has upper division standing, and only if the student has completed the Foundation courses (Areas A1, A2, A3, and B4) and the lower division Area D Breadth courses (Areas D1, D2, and D3).

Integration courses provide an integrative experience at the upper-division level in which the skills and knowledge developed in Foundation, Area A, and Breadth, Area D, are integrated, bringing their interrelationships into focus.

**Course Structure**

Geography 169, The American West, is comprised of three parts. The first is introductory in nature and provides a frame of reference for the parts that follow. The second is devoted to a systematic examination of the physical and human geography of the West. The third part treats the major subregions of the West.

All sections of the course will cover the entire content of the first two parts and no fewer than four of the subregions listed in the third part.

**Course Objectives**

All sections of the course will share a common set of objectives.

This course is designed to provide an introduction to the physical and human geography of the American West at a level appropriate to the University setting. It is designed to assure both breadth and depth of exposure. It provides, furthermore, an integrative view of the West, employing a regional framework for this purpose, and building on knowledge gained in General Education Foundation and Area D Breadth courses.

There are several major objectives of the course:

1. to provide an understanding of the general patterns of physical phenomena in the West – climates, landforms, and the region's biota.
2. to contribute to a greater understanding of the early peopling of the West and its Indian inhabitants.
3. to provide a fuller understanding of the settling of the West by non-Indians and its current population and peoples.
4. to contribute to an understanding of the adjustments in social, political, and economic institutions and behavior associated with the occupancy of the West's arid and mountainous lands.
5. to contribute to a greater understanding of the region's natural resource endowment and the problems associated with its exploitation.
6. to provide a better understanding of the functions and uses of western lands.
7. to provide an understanding of the regional concept and regional analysis.
8. to provide a familiarity with the location of natural and human phenomena in the West – mountain ranges, river systems, vegetation patterns, cities, crop patterns, etc.
9. to encourage an appreciation for the regional variations in physical and human geography that characterize and can therefore be used to differentiate parts of the West – e.g., the Mormon Culture Region and the Hispanic Borderlands.

### **Student Participation**

All students enrolled in Geography 169 will be expected to attend class and participate in discussions and other classroom activities. They will be expected to complete assigned readings. They will complete the University's general education writing requirement – i.e., a minimum of 4,000 words, including at least 2,000 words of sustained writing. All students will be expected to be able to employ, as appropriate, skills and knowledge developed in Foundation and Breadth.

### **Textbook/Readings**

Either a common textbook or a common set of readings will be employed in all sections of Geography 169.

### **Examinations/Quizzes/Map Work**

All sections of the course will include examinations and/or quizzes, objective and/or essay in character, that address, in large measure, much the same material. Examinations will include a map component. All students will use the same sets of locations for the map component of examinations.

### **Writing Assignments**

The University's general education writing requirement – a minimum of 4,000 words, including at least 2,000 words of sustained writing – will be satisfied in all sections of the course. Students in all sections will be required to submit one major paper of at least 2,500 words; essay questions on examinations (up to a limit of 1,000 words) and short papers, including book reviews, may be used to satisfy the remaining 1500 word requirement.

All written work will be graded on its organization and content. All written work will be graded, as well, on mechanics and style, although these will not be major considerations in grading responses to essay questions on examinations. It is expected that all students will demonstrate college level writing skills. As a result, poorly written papers including numerous grammatical errors will be graded primarily on these bases.

### **Grading Policy**

In order to assure the application of comparatively common grading standards, all faculty members teaching sections of Geography 169 will meet at the beginning of each semester and at its midpoint to discuss student performance, testing, and grading practices. In keeping with University policy, furthermore, grading practices will be reviewed by the Department Chair on a regular basis.

General Education Course Proposal  
Department of Geography

Attachment 3

Typical Syllabus

**Geography 169. The American West**

Fall, 2001

Geography 169 examines the geography, both in historical and contemporary terms, of a distinctive and important part of the United States – the American West. It addresses the character of the land and its settlement by the earliest Americans and the more recent arrivals. Also considered are its population and peoples, the importance of its cities, its resource endowment, the regional economy, and its major geographical subdivisions.

Prerequisites: Geography 169, The American West, satisfies the 3 unit Integration requirement for upper division Area D, only if the student has upper division standing, and only if the student has completed the Foundation courses (Areas A1, A2, A3, and B4) and the lower division Area D Breadth courses (Areas D1, D2, and D3).

Instructor: Stanley F. Norsworthy

Office/Hours: Science Room 182; MWF 1000-1100, T 1000-1200, by appointment.

Telephone/E-Mail Address: 278-2797; stanley\_norsworthy@csufresno.edu

Required Readings: Readings for Geography 169. Geography of the American West. Available in the University Bookstore

Required Outline Maps: Outline Map of the West – Rand McNally Co. Available in the University Bookstore

**Course Structure**

Introduction

- I. The Concept of the Region/The American West
  - A. The Regional Concept/Core Areas/Boundaries
  - B. Regional Analysis
  - C. The West: Changing Definitions/Contemporary West
  - D. Distinguishing Characteristics

1. Empty Lands/Federal Ownership
2. Aridity/Mountainous Terrain
3. Resource Exploitation/Regional Economy
4. A Diverse Population
5. Settlement Clusters – Western Cities

## The Physical and Human Geography of the American West

### II. The Physical Setting: Widespread Aridity and Mountainous Terrain

- A. Climatic Patterns/Water
- B. Topography/Geomorphologic Provinces
- C. Biotic Patterns

### III. The Early Occupants: Indians in the West

- A. Initial Peopling of North America
- B. Pre-Columbian Patterns
- C. Contact with Non-Indians

### IV. Intrusions by Non-Indians

- A. Spanish Contacts
- B. Westward Expansion
  1. Explorations and Fur Trapping
  2. Gold and Silver – Early Mining Booms
  3. Settling the West – Early Emigrants and Emigrant Trails
  4. The Railroads

### V. The Contemporary Population: Diverse Peoples

- A. Composition of the Population of the American West
  1. General Patterns
  2. Indians
  3. Hispanics
  4. Asians
- B. Population Change

### VI. Contemporary Patterns of Land and Resource Use in the West

- A. Public Lands and Federal Stewardship
- B. Indian Lands
- C. Non-Agricultural Resource Exploitation
  1. Mining
  2. Grazing
  3. Logging
  4. Outdoor Recreation/Tourism
- D. Dry Farming in the Semi-Arid West
- E. Irrigation Agriculture

## VII. Urban Centers in the West

- A. The Population of the West – Largely Urban
- B. Water Development and the Growth of Cities
- C. The Urban Economy

## Western Regions

## VIII. Western Regions

- A. The Great Plains
  - 1. Plains Agriculture
  - 2. Population Change/The Decline of Small Towns
- B. Rocky Mountains
- C. Hispanic Borderlands – Hispanics, Indians, and Anglos
- D. Intermountain West
  - 1. Mormon Country
  - 2. Nevada – Gambling, Tourism, and Uncle Sam
- E. California
  - 1. Population - Diverse and Overwhelmingly Urban
  - 2. The Urban Places
  - 3. The Nation's Leading Farm State
- F. The Pacific Northwest
  - 1. Regional Economy
  - 2. Urban Centers
- G. Alaska

## Conclusions

## Course Objectives

This course is designed to provide an introduction to the physical and human geography of the American West at a level appropriate to the University setting. It is designed to assure both breadth and depth of exposure. It provides, furthermore, an integrative view of the West, employing a regional framework for this purpose, and building on knowledge gained in General Education Foundation and Area D Breadth courses.

There are several major objectives of the course:

1. to provide an understanding of the general patterns of physical phenomena in the West – climates, landforms, and the region's biota.
2. to contribute to a greater understanding of the early peopling of the West and its Indian inhabitants.
3. to provide a fuller understanding of the settling of the West by non-Indians and its current population and peoples.
4. to contribute to an understanding of the adjustments in social, political, and

economic institutions and behavior associated with the occupance of the West's arid and mountainous lands.

5. to contribute to a greater understanding of the region's natural resource endowment and the problems associated with its exploitation.
6. to provide a better understanding of the functions and uses of western lands.
7. to provide an understanding of the regional concept and regional analysis.
8. to provide a familiarity with the location of natural and human phenomena in the West – mountain ranges, river systems, vegetation patterns, cities, crop patterns, etc.
9. to encourage an appreciation for the regional variations in physical and human geography that characterize and can therefore be used to differentiate parts of the West – e.g., the Mormon Culture Region and the Hispanic Borderlands.

### **Student Participation**

While roll will not be taken, students enrolled in Geography 169 will be expected to attend class and participate in discussions and other classroom activities. It is expected that assigned readings will be completed. Students will be required to complete the writing assignments and take all examinations and/or quizzes. If there is a failure to complete an assignment or if an examination or quiz is missed students should contact the instructor as early as possible.

### **Writing Requirements**

All students will be required to satisfy the University's general education 4,000 word writing requirement, including the requirement of at least 2,000 words of sustained writing.

This requirement will be satisfied by the completion of a major paper addressing the geography of a well defined part of the American West, a book review, and essays written in response to questions included in one or more of the examinations.

#### **The Major Paper**

You are to submit a written paper, which addresses the geography of a well defined and significant part of the American West. This area, furthermore, must constitute a part of one of the major subdivisions of the West identified by letter in section VIII of the course outline (see above). Topics appropriate to this assignment, for example, might include the geography of the Willamette Valley, Nebraska's Sand Hills, the Wyoming Basin, the Navajo Indian Reservation, the Matanuska Valley, the Sierra Nevada and the Imperial Valley. Yet other topics might include the Llano Estacado of west Texas, the Black Hills, California's Bay Area, the Mojave Desert, and the Columbia Basin of Washington.



The choice of topic is yours but it must be approved. Furthermore, the topic must be approved no later than the end of the fourth week of instruction. You may want to check on the availability of source materials before selecting a topic.

Your paper should provide a balanced and complete treatment of the geography of the area and it should reflect both thought and effort on your part. The object of this assignment is a well written, grammatically correct, and typed paper. It shall include no fewer than 3,000 words of double-spaced text and it shall reflect a real effort to produce a paper in which you can take pride. It is due no later than Wednesday, November 29, 2001 at 1200.

### The Book Review

A written review of a book, selected from a list that will be provided to you, is due Friday, November 1, 2001 at 1200. It is to include no fewer than 500 words and, like the major paper described above, it is to be well written, providing both an informative and critical assessment of the book.

### Examinations

Including the final, four examinations are scheduled. For the most part, the examinations will be composed of objective questions although both the first and final examinations will include essay questions. The final examination will be comprehensive. Each examination will include a map component and you will be expected to provide outline maps for this purpose.

If you are unable to take an examination when it is scheduled, and this assumes a legitimate reason, you must arrange for a make-up. You must do so, furthermore, in a timely manner – make-up examinations are not to be put off until the semester's end.

Note that the examination dates listed below in the course schedule are tentative. Any changes will be announced in class at least a week in advance.

### Map Exercises

Because location is a central concern in the geographic study of any area, you will be expected to become well acquainted with the map of the American West. As noted above, each examination will include a map component.

To aid you in dealing with the map of the West, you will be provided with several lists that include the features – e.g., cities, mountain ranges, aqueducts, national parks – you should be able to locate.

## Grading

Course grades will be based on examination performance and the written papers. The first examination will have a value approximating 75 points. The other mid-terms will each have a value of approximately 100 points; the final, 150 points.

The major written paper will be worth 75 points and the book review will be worth 25 points.

## University Policies

### Students with Disabilities

Students with disabilities should identify themselves to the instructor. They will be provided reasonable accommodation for learning and evaluation. For more information please contact Services to Students with Disabilities in the Madden Library.

### Cheating and Plagiarism

“The University has a written policy on cheating and plagiarism which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged.” “Cheating is the practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit.” “Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work.” Do not engage in these activities – the repercussions are serious.

### Disruptive Behavior

The Schedule of Classes includes a notice regarding disruptive behavior in the classroom. “Student behavior disruptive of the instructional setting shall not be tolerated.”

## Course Schedule

Introduction Readings: Meinig (1972)	Week 1
The Physical Setting Readings: (To be assigned in class)	Weeks 1 - 3
The Early Occupants Readings: Iverson	Week 4

## First Examination

Intrusions by Non-Indians Weeks 5 - 6  
Readings: Hornbeck, Wishart

Contemporary Population Week 7  
Readings: (To be assigned in class)

Second Examination

Contemporary Patterns of Land and Resource Use Weeks 8 - 10  
Readings: Abbott, Weaver

Book Review Due – November 1

Urban Centers Weeks 11 - 12  
Readings: (To be assigned in class)

Third Examination

Western Regions Weeks 13 - 15  
Readings (as assigned in class): Arreola (1987), Hecht, Kersten, Mather, Meinig (1965), Nelson (1959), Nostrand

Major Paper Due – November 29

Final Examination - Monday, December 18, 1100-1300

**Changes in the Syllabus and Course Schedule**

Note that the above syllabus and schedule are subject to change. If you are absent from class at any time during the semester it is your responsibility to check with the instructor relative to announcements you may have missed.

Geography 169

The American West

Suggested Readings

Abbott, Carl. "The Federal Presence," in *The Oxford History of the American West* (Clyde A. Milner, II, Carol A. O'Connor, and Martha A. Sandweiss, eds., New York: Oxford University Press, 1994), 469-499.

Alwin, John A. *Western Montana: A Portrait of the Land and Its Peoples*. Helena: Montana Magazine, 1983.

Arreola, Daniel D. "The Mexican American Cultural Capital," *The Geographical Review*, 77 (January, 1987), 17-34.

Arreola, Daniel D. "The Chinese Role in Creating the Early Cultural Landscape of the Sacramento-San Joaquin Delta," *The California Geographer*, 15 (1975), 1-15.

Bain, David Haward. *Empire Express: Building the First Transcontinental Railroad*. New York: Viking, 1999.

Baltensperger, Bradley H. *Nebraska*. Boulder, CO: Westview Press, 1984.

Brown, Dee. *Bury My Heart at Wounded Knee: An Indian History of the American West*. New York: Holt, Rinehardt & Winston, 1970.

Brown, Robert Harold. *Wyoming: A Geography*. Boulder, CO: Westview Press, 1980.

Clawson, Marion, ed. *The Federal Lands Revisited*. Baltimore: Johns Hopkins University Press, 1963.

Comeaux, Malcolm. *Arizona: A Geography*. Boulder, CO: Westview Press, 1981.

Dicken, Samuel N., and Emily F. Dicken. *Oregon Divided: A Regional Geography*. Portland: Oregon Historical Society, 1982.

Ferris, Robert G. *The American West: An Appraisal*. Santa Fe: Museum of New Mexico Press, 1963.

Francaviglia, Richard V. *The Mormon Landscape*. New York: AMS Press, 1979.

Franklin, Philip L. *Sagebrush Country: Land and the American West*. New York: Alfred A. Knopf, 1989.

Grazier, Ian. *Great Plains*. New York: Farrar Straus Giroux, 1989.

Gastil, Raymond D. "The Pacific Northwest as a Cultural Region," *Pacific Northwest Quarterly*, 64 (1973), 147-162.

Griffiths, Mel, and Lynnel Rubright. *Colorado*. Boulder, CO: Westview Press, 1983.

Hecht, Melvin E. "Climate and Culture, Landscape and Lifestyle in the Sunbelt of Southern Arizona," *Journal of Popular Culture*, 11 (Spring, 1978), 928-947.

Heizer, Robert F., ed. *Handbook of North American Indians, California*. Vol. 8. Washington, D.C.: Smithsonian Institution, 1978.

Hornbeck, David. "The Far West, 1840-1920" in *North America: The Historical Geography of a Changing Continent* (Robert D. Mitchell and Paul A. Groves, eds. Totowa, NJ: Rowman & Littlefield, 1987), 279-298.

Hundley, Norris, Jr. *Water and the West: The Colorado River Compact and the Politics of Water in the American West*. Berkeley: University of California Press, 1975.

Iverson, Peter. "Taking Care of Earth and Sky," in *America in 1492: The World of the Indian Peoples Before the Arrival of Columbus* (Alvin M. Josephy, Jr., ed., New York: 1992).

Kersten, Earl W. "Nevada Then and Now: Forging an Economy," *Yearbook, Association of Pacific Coast Geographers*, 47 (1986), 7-26.

Lehmer, Donald J. "The Second Frontier: The Spanish," in *The American West: An Appraisal* (Robert G. Ferris, ed., Santa Fe: Museum of New Mexico Press, 1963), 141-150.

Luebke, Frederick D., ed. *Ethnicity on the Great Plains*. Lincoln: University of Nebraska Press, 1980.

Mather, E. Cotton. "The American Great Plains," *Annals, Association of American Geographers*, 62 (1972), 237-257.

Meinig, D. W. "The Mormon Culture Region: Strategies and Patterns in the Geography of the American West, 1847-1964," *Annals, Association of American Geographers*, 55 (1965), 191-220.

Meinig, D. W. *The Great Columbia Plain – An Historical Geography, 1805-1910*. Seattle: University of Washington Press, 1968.

Meinig, D. W. *Southwest: Three Peoples in Geographical Change, 1600-1970*. New York: Oxford University Press, 1971a.

- Meinig, D. W. *Imperial Texas: An Interpretive Essay in Cultural Geography*. Austin: University of Texas Press, 1971b.
- Meinig, D. W. "American Wests: Preface to a Geographical Interpretation," *Annals, Association of American Geographers*, 62 (1972), 159-184.
- Michener, James A. *Centennial*. New York: Random House, 1974.
- Michener, James A. *Texas*. New York: Random House, 1985.
- Michener, James A. *Alaska*. New York: Random House, 1988.
- Milner, Clyde A, II, Carol A. O'Connor, and Martha A. Sandweiss, eds. *The Oxford History of the American West*. New York: Oxford University Press, 1994.
- Morris, John W. *The Southwestern United States*. New York: Van Nostrand Reinhold Co., 1970.
- Nelson, Howard J. "The Spread of an Artificial Landscape Over Southern California," *Annals, Association of American Geographers*, 49 (1959), 80-100.
- Nelson, Howard J. *The Los Angeles Metropolis*. Dubuque: Kendall/Hunt Publishing Co, 1983.
- Nostrand, Richard L. "The Hispanic-American Borderland: Delimitation of an American Culture Region," *Annals, Association of American Geographers*, 60 (1970), 638-661.
- Reisner, Marc. *Cadillac Desert: The American West and Its Disappearing Water*. New York: Viking Penguin Inc, 1986.
- Stegner, Wallace. *Mormon Country*. Lincoln: University of Nebraska Press, 1942, 1970.
- Stegner, Wallace. *Beyond the Hundredth Meridian: John Wesley Powell and the Second Opening of the West*.
- Steiner, Rodney. *Los Angeles: The Centrifugal City*. Dubuque: Kendall/Hunt Publishing Co., 1980.
- Weaver, Glen D. "Nevada's Federal Lands," *Annals, Association of American Geographers*, 59 (1969), 27-49.
- White, Richard. "It's Your Misfortune and None of My Own." *A History of the American West*. 1991.

Wishart, David J. "Settling the Great Plains, 1850-1930: Prospects and Problems" in *North America: The Historical Geography of a Changing Continent* (Robert D. Mitchell and Paul A. Groves, eds. Towata, NJ: Rowman & Littlefield, 1987), 255-278.