

**Geography 402-001: Cultural Landscape**  
**Course Syllabus – Fall 2010**

**Instructor:** Dr. Gillian Acheson  
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**Office Hours:** M 11-12; W 10-11; and, by appointment

**Time:** MW 1:30-2:45  
**Classroom:** AH 1316  
**Office:** AH 1412

**Course Website:** <http://www.siue.edu/~gacheso>

**Blackboard:** <http://bb.siue.edu/>

**Course Objectives:** This course examines the cultural landscape. Cultural landscapes are the result of interaction between people and places. Landscape studies involve a number of disciplines: geography, architecture, history, art history, and literature. Upon completion of this course, you should be able to answer the following questions:

- How do ordinary environments reflect the values, beliefs, and ideas of a particular culture?
- How have different cultures made sense of and exploited their natural environment?
- What methods can be used to interpret cultural landscapes?

**Text:** There is no assigned textbook for this course; all readings are available via Blackboard.

**Course Mechanics:** Your final grade will be comprised of the following:

Two exams	
Mid-term	20%
Final	20%
Landscape tour	15%
Final project	
Presentation	5%
Pamphlet	15%
Metadata report	10%
Discussion	15%

Exams will be a combination of definition, short answer, and essay questions based on lecture material and assigned readings. A review sheet will be provided prior to each exam. Please note: the final exam is cumulative.

Make-up exams will only be granted if you (1) contact me within 24 hours of missing the exam, and (2) have a valid, University-sanctioned excuse.

Landscape tour: This project is meant to give you some practice interpreting cultural landscapes. In small groups, you will go on a walking tour of Edwardsville and “read” the landscape. A guide with details, including stops to make and questions to answer will be provided. As groups or as individuals, you will submit answers to questions provided in the guide.

Final project: The final project will be the creation of a walking tour of an Edwardsville neighborhood. The final product will be a pamphlet and a write-up of the metadata of your tour. The pamphlet will include (1) a concise history of the neighborhood, (2) a map of the neighborhood, including stops along the way, and (3) photographs of selected sites and brief descriptions of the sites’ significance. A

presentation of the finished product will be given at the end of the semester. Since this project will require group work, time will be provided in class for you to meet with group members. A detailed description of the project, and a grading rubric will be provided and discussed in class.

Discussion: A significant portion (15%) of your final grade is based on class discussion. Most Wednesdays will be discussion-based. In both small groups and as a whole class, there will be ample opportunity for discussion. In order to prepare you for discussion, questions will be provided for each set of readings. You must complete these questions prior to class. You will use your answers during discussion and turn them in to me at the end of discussion. Your answers will be returned to you by the next discussion session.

Attendance: Because discussion is a significant portion of your grade, attendance is important. I understand that students may have to miss class from time to time. More than three un-excused absences will result in a lowered final grade: 7.5 points from your final average. Please note: *you are responsible for all course material regardless of attendance.*

Discussing your grades: Under the Family Educational Rights and Privacy Act of 1974, I cannot discuss your grade with anyone other than you. Consequently, your grades will be available on the course website via a 4-digit personal identification number that you select if, and only if, you give written consent to do so. Grades will not be given via e-mail or the phone, but you are always welcome to stop by my office to discuss any of your work in this course.

**Class Courtesy:** It is important for each person enrolled in this course to be treated with, and to treat others, with respect and courtesy. To that end:

- (1) come to class by 1:30 pm and stay until 2:45 pm. If you must arrive late or depart early, do so quickly and quietly;
- (2) turn your cell phone off (no calls, no text messaging);
- (3) come to class prepared to listen and participate (in other words do not do other work, read the newspaper, sleep, or have private conversations while in this class – if you must do these things, then do not come to class);
- (4) listen to each other's comments and opinions with an open mind; and,

**Scholastic Honesty:** Each student enrolled is expected to earn her/his grade honestly, without cheating. Cheating and plagiarism are serious offenses; they will not be tolerated. Cheating of any kind will be dealt with according to the *Student Code of Conduct*.

**ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Support Services at 650-3726.

**Schedule:** The schedule is flexible and can be modified over the course of the semester. Readings for each topic are posted to Blackboard as PDF's; readings are organized by date and lecture topic. Readings must be completed prior to class.

DATE	TOPIC	READINGS
8/23	Introduction	
8/25	Culture, Cultural landscape concepts	1-a. Understanding landscape (Hart) 1-b. Cultural landscape analysis (Vogeler)
8/30	Sense of place Experience versus academic study	1-c. Mapping the real geography (Lopez) 1-d. Place: An experiential perspective (Tuan)
9/1	Discussion #1 (8/23-8/30)	<i>Readings 1a-1d must be completed by this class</i>
9/6	<i>Labor Day - No Class!</i>	
9/8	Landscape tastes	2-a. American landscape tastes (Lewis)
9/13	Romantic views	2-b. Romantic responses (Wallach)
9/15	Discussion #2 (9/8-9/13)	<i>Readings 2a-2b must be completed by this class</i>
9/20	Ordinary landscapes; reading landscapes	3-a. The Accessible Landscape (Jackson) 3-b. The Domestication of the Garage (Jackson)
9/22	Discussion #3 (9/20)	<i>Readings 3a-3b must be completed by this class</i>
<b>9/27</b>	<b>Landscape tour</b>	
<b>9/29</b>	<b>Library visit</b>	<i>Meet in Lovejoy's first floor instruction room</i>
10/4	Power & the landscape	4-a. Seeing Beyond the Dominant... (Zelinsky) 4-b. Imposing landscapes of private... (Wyckoff)
10/6	Discussion #4 (10/4) & midterm questions	<i>Readings 4a-4b must be completed by this class</i>
<b>10/11</b>	<b>Midterm Exam</b>	
10/13	Final project discussion & work time	
10/18	Rural landscapes	5-a. Rural America (Wallach) 5-b. European landscape... (Lowenthal) 5-c. Retrieving American Indian... (Butzer)
10/20	Discussion #5	<i>Readings 5a-5c must be completed by this class</i>
10/25	Urban landscapes	6-a. The American downtown (Ford) 6-b. Lawns, trees, & gardens in the city (Ford) 6-c. Sweden v. multiculturalism... (Cornebie)
10/27	Discussion #6	<i>Readings 6a-6c must be completed by this class</i>
11/1	Religious & ethnic landscapes	7-a. Changing Religious... (Weightman) 7-b. Inscribing ethnicity on the land (Hardwick)
11/3	Fantasy, remembrance, & memorials	7-c. Real fantasy landscapes (Vogeler) 7-d. Shadowed ground (Foote)
11/8	Discussion #7	<i>Readings 7a-7d must be completed by this class</i>
11/10	Final project discussion & work time	
11/15	National parks	8-a. Hallowed ground (NGS)

DATE	TOPIC	READINGS
11/17	Environmental impacts	8-b. Watering the deserts (Wescoat) 8-c. Amazonia 1492... (Heckenberger et al.) 8-d. An Amazon culture... (Rosenthal)
11/22-24	<i>Thanksgiving Break - No Class!</i>	
11/29	Discussion #8	<i>Readings 8a-8d must be completed by this class</i>
12/1	Final project discussion & work time	
12/6-8	Project presentations	
<b>12/16</b>	<b>Final exam (12-1:40 pm)</b>	