Language, Philosophy and Culture
(UPPER)
Texas A&M University
Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): General Academics - Galveston

2. Course prefix and number: ENGL 335

3. Texas Common Course Number: none

4. Complete course title: Literature of the Sea

5. Semester credit hours: 03 SCH

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Current TAMUG Core - yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the course be offered? Every spring semester

9. Number of class sections per semester: 1

10. Number of students per semester: 15-30

11. Historic annual enrollment for the last three years: 25 25 22

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   Stephen Curley
   Course Instructor
   Date: 26 Apr 2013

14. Approvals:
   Date: 5-3-13

15. Department Head
   Date: 5-3-13

College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at
www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Associate Provost for Undergraduate Studies
MAY 08 2013
Texas A&M University
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

English 335, Literature of the Sea, is a thematic survey of how the sea has been used in literature (chiefly American and British) in various eras. The course focuses on fictional (novels, short stories, plays and/or poems) and one non-fictional account in which the sea plays a major role as background, setting, image, symbol, and the like. The course reveals how our interaction with the sea reflect ideas, values, and beliefs that affect human experience. The course helps students develop an appreciation for what the study of literature of different societies and eras can teach us about ourselves and our shared humanity.

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Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through reading and class discussion of key ideas in various literary treatments of the sea. The evaluation of critical thinking skills will be based on written work and class participation. Essay exams and an out-of-class essay will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion and journal entries will focus on helping students better understand the nuances and complexities of literary works about the sea.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading. The evaluation of communication skills will be based on class participation in discussion and on written exams, essays, and journal entries. Students will demonstrate an understanding of the impact of the sea on each text assigned.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history and broad social forces have shaped literary uses of the sea. The evaluation of
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Social responsibility will be based upon written assignments throughout the semester, including journal entries on each class day's reading, two essay exams, and a researched out-of-class essay that deal with their understanding of the way differing histories, cultures and philosophical outlooks shape the developments of a literary tradition based on the sea.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Personal Responsibility (PR): The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument. The evaluation of personal responsibility will be based upon an out-of-class essay in which students will be expected to ethically cite another person's work to support their own original thesis. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL 335-401: Literature of the Sea

Dr. Stephen Curley, spring 2012
Office: CLB 129; Office hours: M/W 2:30-3:20; TR 1:15-2:15
Phone: (409) 740-4301; Email: curley@tamug.edu
Class meetings: CLB 215, TR 2:30-3:45

Description and Learning Outcomes
ENGL 335. Credit 3. Literature of the Sea. Significance of the sea in fictional and factual accounts such as novels, short stories, poems, and narratives of sailors and seafaring life. Prerequisite: 3 credits of literature at 200-level or above.

The journal tests your ability to:
• Write entries, each class day, of at least 150 words about the reading assignment.

Quizzes (multiple-choice, true-false questions) tests your ability to:
• Identify key characters, events, ships, and settings in the assigned readings.

The exam essays and out-of-class essays evaluate your ability to:
• Formulate a thesis that interprets how a theme, character, event, plot element, symbol, or setting is significant;
• Quote, paraphrase and summarize detailed evidence from the text, cited in MLA format, to support your thesis;
• Write structured and fluent prose at a college level;
• Organize your interpretation logically into coherent paragraphs; and
• For the out-of-class essay, cite published criticism in MLA format.

Core Curriculum Objectives
• Critical Thinking Skills (CTS): The course will enhance critical thinking skills through reading and class discussion of key ideas in various literary treatments of the sea.
• Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading.
• Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history and broad social forces have shaped literary uses of the sea.
• Personal Responsibility (PR): The course will teach personal responsibility by enhancing students’ understanding of how to ethically use sources to craft a persuasive argument.

Core Curriculum Evaluation
• Critical Thinking Skills (CTS): The evaluation of critical thinking skills will be based on written work and class participation. Essay exams and an out-of-class essay will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion and journal entries will focus on helping students better understand the nuances and complexities of literary works about the sea.
• Communication Skills (CS): The evaluation of communication skills will be based on class participation in discussion and on written exams, essays, and journal entries. Students will demonstrate an understanding of the impact of the sea on each text assigned.
• Social Responsibility (SR): The evaluation of social responsibility will be based upon written assignments throughout the semester, including journal entries on each class day’s reading, two essay exams, and a researched out-of-class essay that deal with their understanding of the way differing histories, cultures and philosophical outlooks shape the developments of a literary tradition based on the sea.
• Personal Responsibility (PR): The evaluation of personal responsibility will be based upon an out-of-class essay in which students will be expected to ethically cite another person’s work to support their own original thesis. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument.
Assignments
The assigned reading is substantial. I recommend you read ahead when you have time available. At the start of class, you will be quizzed about that day’s reading assignment.

You will write in-class essays on given topics during two exams.
You will write an out-of-class essay that marshals evidence from one or two of the texts assigned and published criticism to support your interpretation of what you’ve read.
You will keep a reader’s journal of twenty-four 150-word entries about the day’s assignment. You will be asked to read an entry aloud during the semester.

Texts

Grade Determination
Here’s how I will determine your final grade:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENT</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Researched Essay</td>
<td>35%</td>
</tr>
<tr>
<td>Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

Point-Grade Equivalents: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 or below.

Regulations

Academic Integrity
Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University at Galveston, you immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. You will be required to state your commitment on examinations, research papers, and other academic work. Ignorance of the rules does not excuse any member of the TAMUG community from the requirements or the processes of the TAMUG Honor System. You may read more about the Honor System at [http://www.tamug.edu/academics/honorcode](http://www.tamug.edu/academics/honorcode)

Academic dishonesty (like plagiarism) may result in a reduced grade or a grade of zero for the assignment, failure for the term, or worse.

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1 You must submit your essay electronically to Turnitin.com and in hard copy to me.
2 Work is due at the start of class; late work is penalized. Failure to complete a major assignment results in a semester grade of F.
3 I will drop your lowest quiz grade.
4 You earn 4 points for each complete entry, plus 4 points for reading one entry aloud.
5 An overall average of ≥90% exempts you from the final exam.
6 Honor Code violations will be handled as outlined in TAMUG regulations.
Disabilities Act
The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law 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 the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit [http://www.tamu.edu/studentaffairs/disabilities](http://www.tamu.edu/studentaffairs/disabilities).

Late Work
Submitting an assignment after the due date will result in a lateness penalty of 5 points per day for the first nine weekdays. On the tenth day, the grade for the missing assignment will be entered as a zero. Failure to complete a major assignment will result in a semester grade of F.

To be eligible to submit an assignment late for a situation beyond your control, you must notify me of your excuse in writing (acknowledged e-mail is acceptable) on the due date (or as soon as possible if it is impossible to contact me that day).

Incomplete Work
Only complete work will be given full credit.

The grade of a shorter-than-assigned essay will be reduced by its relative incompleteness. For example, an 1800-word essay is only 90% of the assigned 2000-word minimum. So its original grade, say 80, would be multiplied by 90%, resulting in a reduced grade of 72.

Attendance
If you are not in class when roll is called, you will be marked absent. To be marked late instead, you must inform me of your presence immediately after that class meeting.

To be eligible to make up lost credit for an excused absence, you must notify me in writing (acknowledged e-mail is acceptable) before the date of absence. When advance notification is not possible (e.g., accident or emergency), you must notify me by the end of the second weekday after the absence: include an explanation of why notice could not be sent before class. You may be dropped from the class for excessive absences, even if excused:


Electronics: computers, cell phones, earpieces, etc.
During class you may use devices like laptops, handhelds or PDAs only to take notes or read textbooks but not to text, email, play games, or surf the Web.

During class you must: turn off and keep out of sight devices like cell phones, pagers, media players, and earpieces.

Exception: For an emergency, explain the situation to me before class—then I will permit you to turn on your cell phone to its noiseless mode.

Week  Topic and Assignments (Tuesday & Thursday classes)

1. Introduction. Instructor’s presentation: “The Voyage of Life.”
   Homer, The Odyssey, bk I-VIII. Discuss research essay. [Mon: drop/add deadline.]

2. Homer, The Odyssey, bk IX-XVI.
   Homer, The Odyssey, bk XVII-XXIV.

   Melville, Moby Dick, ch 18-45.


Instructor’s presentation: “Poetry of John Masefield.” Email to curleys@tamu.tamu.edu the topic of your research essay.

8 Kipling, *Captains Courageous*, ch 1-5. Return exams.

Kipling, *Captains Courageous*, ch 6-10.

9 Instructor’s presentation: chanteys.” Email to curleys@tamu.tamu.edu an annotated bibliography of 3 sources for your research essay.


11 Hughes, *A High Wind in Jamaica*, ch 1-4. Visit the writing lab sometime this week. Email to curleys@tamu.tamu.edu the thesis of your researched essay with 3-5 sources in MLA format.

Hughes, *A High Wind in Jamaica*, ch 5-10. [Mon: submit essay to Turnitin.com.]


No class (instructor attending a conference on Sea Literature, History & Culture).

13 Forester, *Beat to Quarters*, ch. 8-16.


Last class. Greenlaw, *Hungry Ocean*, ch 8-appendix. Return essay and journals. Discuss the final exam and predicting your semester grade.

15 5:00-7:00 p.m.: FINAL EXAM. Bring a blue book.
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Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Geography

2. Course prefix and number: GEOG 301

3. Texas Common Course Number: None

4. Complete course title: Geography of the United States

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences
   Current core - YES
   Current ICD - YES

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes
   □ No

8. How frequently will the class be offered? Every Semester

9. Number of class sections per semester: 1.9 (mean since Fall 2009)

10. Number of students per semester: 324 (Fall and Spring only; Summer excluded)

11. Historic annual enrollment for the last three years: 571 (2011-12) 659 (2010-11) 714 (2009-10)

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate
   core objectives through multiple lectures, outside activities, assignments, etc. Representative from department:

   submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    
    Course Instructor
    [Signature]

    Date
    April 30, 2013

13. Approvals: [Signature]

    Department Head
    Date
    4/30/2013

14. College Dean/Designee
    [Signature]

    Date
    5/1/13

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www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

 Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

Geography 301 describes and explains the geographic structure of the United States. Geographic structure denotes the system of routes, places, and cultural regions that constitute the geography of the United States. The course explains this structure as a complex artifact, constructed over the course of centuries by diverse peoples, and expressive of the changing technologies, economies, and cultural attitudes of these peoples. Emphasis is placed on the ways in which this geographic structure has been affected by cultural evaluations of physical environments, alien peoples, and the meaning of the “good life.” Students are taught how to interpret the political, religious, and cultural meanings that are inscribed in the human landscapes of the country’s several regions, and are encouraged to appreciate the bold and subtle beauties of its natural landscapes. Students who complete this course understand that the patterns they see on a map, and the landscapes they see out the window, are products of an ongoing process of interaction between the many cultures and environments of this vast and varied land.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking is, essentially, the habit of identifying and questioning assumptions, and of refusing to take anything as simply “given.” It is particularly important in human geography because spatial patterns and built landscapes appear to the untutored eye as natural and necessary aspects of a taken-for-granted reality. Geography 301 explains the constraints nature places on human action; but it also emphasizes the cultural and historical contingencies that have contributed to shaping the United States as we know it. Moreover, it encourages students to identify and question the assumptions that were implicit in the human decisions to develop the country’s regions in the particular ways that they were developed. For example, they learn why the landscape of New England is a distinctively New England landscape.

Student mastery of critical thinking will be assessed by an exercise in which they evaluate three “counterfactual geographies.” This will build on an existing lecture, but will also require the student to creatively synthesize new information and render a critical judgment.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Geography 301 employs a large range of communication media. Students are taught how to interpret historic and contemporary maps and photographs, how to understand and appreciate landscape paintings, how to read
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

graphs and statistical tables, and how to make use of historical documents and texts. It is doubtful that any class taught in this university makes more extensive and substantive use of such a wide array of visual and verbal media. Unsurprisingly, maps are a medium of particular importance, and students are required both to read and make many different types of map.

Student mastery of visual communication media will be assessed in each of the three examinations, where a substantial section (worth 42 percent of the total) requires the student to interpret and draw maps. Student mastery of verbal and visual media will also be assessed in an exercise in which they interpret and appreciate a landscape painting.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course explains the geographic structure of the United States as the product of human intellect and labor, and makes it clear that, just as our predecessors are responsible for the geography and environments we inhabit, so we will be responsible for the geography and environments inhabited by those who will come after us. It pays due attention to geographic expressions of social segregation and economic and environmental exploitation, but these are explained as part of a larger national story in which the student should feel proud to play his or her part. Our students will go on to serve what they have been taught to love, and while this course does not deal in comforting fairy tales, it is designed deepen and mature the students’ love of country.

Student mastery of social responsibility will be assessed in an exercise that cultivates and tests intercultural competence. Students will be supplied with a first person account of life in a non-Texas region and required to write a brief essay identifying and explaining how life in that region differs from Texas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Personal responsibility grows out of a determination to live a life of quiet dignity. Very few of us will be famous, and few of our noble actions will be noticed, much less remembered; but men and women with a sense of personal responsibility conduct their lives with quiet dignity in spite of this. Few things kindle this determination like reflection on the quiet dignity with which so many other "little people" have lived. Geography 301 doesn’t have much to say about famous men and women. It tells a story of nameless, although not entirely faceless, ordinary people who labored in mines and factories, forests and farms, offices and homes. Pictures of their anonymous faces often look out at the students from the projection screen, and although these faces are often dirty and tired, they are also very often quietly dignified. And there are many occasions to remark how many of these “little people” kept their promises, paid their bills, raised their children, and tried in their own small way to leave this land a better one than they found it. Students learn that these are men and women they would do well to emulate, not pity or scorn.

Student mastery of personal responsibility will be assessed in an exercise that requires them to obtain another person’s “personal history” and then situate that history in the geographic structures described in the class (i.e. within the context of a culture region, against the backdrop of a regional landscape, as part of a geographic movement). Whenever possible, students will use the personal histories of older family members.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Geography begins with the observation that the surface of the earth is not uniform, but rather varies from place to place. Geographers describe these variations as the shape of the land. When they say shape of the land, they mean both its visible appearance—the buildings, fields, forests that anyone can see—and its organization as a system of routes (e.g., roads), regions, and places (e.g., towns). Geographers call the first aspect of shape a landscape, the second aspect a spatial systems.

Geographers are interested not only in the shape of the land, but also in the shaping of land by various processes. They therefore seek to understand the processes that produce landscapes and spatial systems. These processes may be natural, economic, cultural, political, or demographic. Most landscapes and spatial systems are produced by several interacting processes.

Because geographers are concerned with shaping processes, they study geographic change. The landscapes and spatial systems that you and I inhabit developed out of earlier landscapes and spatial systems, and they are developing into landscapes and spatial systems quite different from those we know. To understand geographic change and development, geographers study the landscapes and spatial systems of the past. These studies are called historical geography.

In this course we will study the shape and shaping of the geography of the United States. I will describe the landscapes and spatial systems of its major sub-regions (e.g., New England, the Lowland South, the Great Plains) and explain how they were produced by natural and human processes. Our aim is to understand the geography of the contemporary United States, but to do this we will normally investigate the origins of present patterns in the historical geography.

Students who complete this course will not only have a better understanding of where things are, but also of why they are where they are and how the United States came to be put together in the way that it is. They will be able to explain the map of the country, not just find places on it.
Learning Objectives
1) Students will be able to identify the significant geographic features and patterns of the United States, as indicated on a variety of contemporary and historic maps.

2) Students will be able to explain the causes and consequences of these features and patterns in terms of economic, cultural, and political processes.

3) Students will be able to interpret the cultural significance of selected landscapes and landscape representations.

4) Students will be able to delineate the culture regions of the United States and describe their origin and character.

Course Description
This is a lecture course, supplemented by readings from one textbook. Sixteen of the lectures cover major regions of the United States. Nine additional lectures, interspersed among these, treat topics in the geography of the US, such as the site and situation of some major cities, the geographic consequences of the Civil War, geopolitics, national identity, and future geographies. Lecture titles are given in the schedule below.

These lectures will necessarily describe the locations of many geographical features, such as cities, rivers, and mountain ranges, and you are expected to have a reasonably good grasp of the locations of major features by the end of the course (beginning the course with this knowledge is an advantage, but not a requirement). Every lecture will, however, go beyond mere location to explain the historical origins or present significance of these features. You will also master this interpretive material.

Textbook and Material
John C. Hudson, Across this Land: A Regional Geography of the United States and Canada (Baltimore: The Johns Hopkins University Press, 2002); ISBN 0-8018-6567-0.

Ten 3X5 index cards.

Study guides for each lecture will be posted on e-learning. These include maps and annotated lists of important geographic features and concepts.

Evaluation and Grades
Your final grade will be based on three examinations and ten quizzes. The exams are weighted equally and the third exam is not cumulative. The dates of the exams are given on the course schedule. Tests will consist of multiple choice, true-false, and mapping questions.

The quizzes will not be announced beforehand, as they are meant to encourage and reward regular attendance. Each quiz will cover material from the previous lecture. Each quiz is be worth ten points, and will consist of a multiple choice question worth two points and three true-false choice questions worth one point each. You will be awarded five points simply for submitting a quiz, regardless of your answers.
Region: Economic and cultural regions of the United States
Grade Scaling

The top score on each exam will be increased to 100, and the same increase will be added to every other exam. For instance, if the top score is 95, five points will be added to every exam in the class. The normal letter grade cut-offs will be: A-90, B-86, C-70, D-50. After the final exam I may choose to lower one or more of these cut-offs. If I do, the best students (e.g. high 80s) will be rewarded first.

In a class of this size some students will inevitably end up with final scores that are just below the cutoff for the next highest letter grade. Nothing can be done about this. If you find yourself in this position, please console yourself with the thought that, over the course of your college career, you will also at times find yourself just above the cutoff for a letter grade. The grade that is just below the cutoff is no less unfair than the grade that is just above the cutoff.

Attendance Policy

Students are expected to attend every class session. Remember, each lecture contains about four percent of the total lecture material. Even if you get notes from another student, your final grade will likely drop by about two percent every time you miss class. I will not call roll in class; however, the ten unannounced quizzes serve as a proxy measure of attendance. Missing a quiz without a university-approved excuse will drop your final grade by 2.5 percent.

If you miss an exam for one of the reasons accepted by the university (see the university web site for a list of "university-approved excuses"), you may be allowed to take a make-up. However, to do so you must: (1) Notify me, in advance, of your pending absence; (2) Ask me; (3) Provide me with documents.

What You Must Do To Succeed

Success for the average student requires time and effort. How much time is enough? You should spend two hours outside class for every hour you spend in class—that is five to ten hours per week. It’s not only how much time you spend, but how you spend it. For every student who fails due to having spent too little time and effort, there is another who fails due to having spent lots of time and effort unwisely. Here are some pointers:

1) Come to class. This means every class, not most of them. Pay attention in class. Think about the lecture, not about the test. Keep your mind engaged by repeatedly asking yourself, what are we talking about? Why are we talking about this?
2) Make useful notes. Normally this will mean rough notes in class, finished notes as soon as possible after. Rough notes should contain only information that you cannot keep in short-term memory, such as facts, names, technical terms and definitions. Finished notes are a useful, legible, complete record for later reference and study. Much of the information in this class is best noted on a map. Print out the maps on the e-learning site and bring them to class.

3) Read your book. I suggest that you skim assigned material before class, and then read it again more slowly after class. Make note of information that supports or amplifies the lecture. Avoid mindless underlining.

4) Study the maps. Your textbook includes excellent maps. Take time to study these, and if possible compare them with maps in an atlas or on the Web. If you do not own an atlas, you may wish to purchase one, or use those in the Map Room of the Evans library. Notice the shape of the land, the locations of places and the relations between them, the patterns of rivers and transportation routes. Ask yourself questions!

5) Ask questions. Ask me the question as soon as you realize that you do not understand. Do not hope that your misunderstanding will go away.

Course Schedule

**Week 1**

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<thead>
<tr>
<th>T</th>
<th>1/15</th>
<th>Introduction to the course and regional geography</th>
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</thead>
<tbody>
<tr>
<td>R</td>
<td>1/17</td>
<td><strong>TOPICAL LECTURE 1:</strong> Site, Situation, and the Development of New York City (Read Hudson, Preface)</td>
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</tbody>
</table>

**Week 2**

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<tr>
<th>T</th>
<th>1/22</th>
<th>REGION 1: New England (Read Hudson, Chapter 4)</th>
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<tbody>
<tr>
<td>R</td>
<td>1/24</td>
<td>REGION 2: New York State (Read Hudson, Chapter 5)</td>
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**Week 3**

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<th>T</th>
<th>1/29</th>
<th>REGION 3: Great Lakes (Read Hudson, Chapters 14 and 22)</th>
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<tbody>
<tr>
<td>R</td>
<td>1/31</td>
<td><strong>TOPICAL LECTURE 2:</strong> American Settlement Types</td>
</tr>
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</table>

**Week 4**

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<thead>
<tr>
<th>T</th>
<th>2/5</th>
<th>REGION 4: Middle Atlantic and Manufacturing Core (Read Hudson, Chapter 6)</th>
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<tr>
<td>R</td>
<td>2/7</td>
<td>REGION 5: Midwest (Read Hudson, Chapter 13)</td>
</tr>
</tbody>
</table>

**Week 5**

<table>
<thead>
<tr>
<th>T</th>
<th>2/12</th>
<th><strong>TOPICAL LECTURE 3:</strong> Washington D.C. as a Symbolic Landscape</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>2/14</td>
<td>EXAM 1</td>
</tr>
</tbody>
</table>

**Processes:** Transportation and Urbanization.
Week 6
T 2/19 REGION 6: Upland South (Read Hudson, Chapters 7, 8, and 9)
R 2/21 REGION 7: Lowland South (Read Hudson, Chapters 10)

Week 7
T 2/26 REGION 8: The Gulf Coast (Read Hudson, Chapter 12)
R 2/28 TOPICAL LECTURE 4: Geographic Curses, Conduct, and Consequences of the Civil War

Week 8
T 3/5 REGION 9: Florida (Read Hudson, Chapter 11)
R 3/7 REGION 10: Texas (Read Hudson, Chapter 15)

Week 9
T 3/12 SPRING BREAK
R 3/14 SPRING BREAK

Week 10
T 3/19 REGION 11: Great Plains (Read Hudson, Chapters 16 and 18)
R 3/21 REGION 12: Rocky Mountains (Read Hudson, Chapters 17 and 19)

Week 11
T 3/26 REGION 13: Great Basin (Read Hudson, Chapters 19 and 20)
R 3/28 EXAM 2

Week 12
T 4/2 TOPICAL LECTURE 5: American Culture? American Cultures?
R 4/4 REGION 14: Southwest (Read Hudson, Chapter 21)

Week 13
T 4/9 TOPICAL LECTURE 6: Some Counterfactual Geographies of the United States
R 4/11 REGION 15: Pacific Northwest (Read Hudson, Chapter 25)

Week 14
T 4/16 REGION 16: California (Read Hudson, Chapter 26)
R 4/18 TOPICAL LECTURE 7: Los Angeles, Yesterday's City of Tomorrow

Week 15
T 4/23 TOPICAL LECTURE 8: The United States and the World (Read Hudson, Chapter 27)
R 4/25 TOPICAL LECTURE 9: Some Future Possibilities

Exam Week
F 5/5 Third Exam 12:30-2:30 p.m.

Classroom Conduct
Students are not allowed to read newspapers in class, or to use electronic devices such as cell phones, gaming devices, or MP3 players. This ban includes sending and receiving text messages. Violators will be asked to leave the classroom. Laptop computers may be used for note taking only.

Aggie Honor Code
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Legal Statement
This course will be conducted in compliance with all applicable federal and state laws, including but not limited to The Americans with Disabilities Act. 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 the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall. The phone number is 845-1637.

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