UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of _____Agriculture_____ Date _____25 July, 200__

   Department/Division offering course _____Plant and Soil Sciences_____

2. Changes proposed:
   (a) Present prefix & number _____PLS 470G_____ Proposed prefix & number _____

   (b) Present Title _____Soil Nutrient Management_____

   New Title _____

   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

   _____

   (d) Present credits: _____3_____ Proposed credits: _____

   (e) Current lecture: laboratory ratio ___3:0___ Proposed: ___2:1___

   (f) Effective Date of Change: (Semester & Year) _____Spring, 2008_____

3. To be Cross-listed as: _____NRC 470G_____   _Fury J Greban 3/25/08_
   Prefix and Number   Signature: Department Chair

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
   Sources and manufacture of fertilizer materials; soil reaction of elements essential for plant growth; effective use of fertilizers for various soil situations. Prereq: CHE 105, PLS 366 and PLS 386 or consent of instructor.

   (b) New description:
   Soil reaction/cycling of elements essential to plant growth; rates, timing and placement of nutrient sources in modern crop/soil management systems; plant and soil sampling and analysis to diagnose plant nutrition stress.

   (c) Prerequisite(s) for course as changed: _____CHE 105, PLS 366 and PLS 386 or consent of instructor._____

5. What has prompted this proposal?
   1) Update course to provide students an understanding of nutrient management across ever larger scope of management systems. 2) Expand active learning component of existing course to develop skills students need and to better reach hands-on learners.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   Please see current and proposed course syllabi, attached.

7. What other departments could be affected by the proposed change?

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?   √ Yes   ☐ No

9. Will changing this course change the degree requirements in one or more programs?   ☐ Yes   √ No

   If yes, please attach an explanation of the change. (NOTE – If "yes," program change form must also be submitted.)

10. Is this course currently included in the University Studies Program?   ☐ Yes   √ No

    If yes, please attach correspondence indicating concurrence of the University Studies Committee.

11.   If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. √☐ Check here if 400G-500.

12.   Is this a minor change?   ☐ Yes   √ No
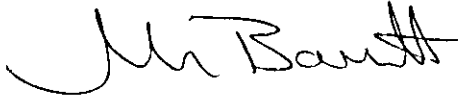   ☐

(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13.   Within the Department, who should be consulted for further information on the proposed course change?

Name: ____John H. Grove_____ Phone Extension: ____257-5852_____

Signatures of Approval:

8/16/07	_Jhn Banstt_
Date of Approval by Department Faculty	Reported by Department Chair
12/6/07	
Date of Approval by College Faculty	Reported by College Dean
5/6/08	
*Date of Approval by Undergraduate Council	Reported by Undergraduate Council Chair
*Date of Approval by Graduate Council	Reported by Graduate Council Chair
*Date of Approval by Health Care Colleges Council (HCCC)	Reported by HCCC Chair
*Date of Approval by Senate Council	Reported by Senate Council Office
*Date of Approval by University Senate	Reported by Senate Council Office

*If applicable, as provided by the Rules of the University Senate.

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The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

    a.   change in number within the same hundred series;
    b.   editorial change in description which does not imply change in content or emphasis;
    c.   editorial change in title which does not imply change in content or emphasis;
    d.   change in prerequisite which does not imply change in content or emphasis;
    e.   cross-listing of courses under conditions set forth in item 3.0;
    f.   correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 7/06

Syllabus

Instructor: Karl Raitz. Office 1455 POT. Phone 257-6948
EMAIL gegraitz@email.uky.edu Office Hours: T-Th 10:45-12:00
WWW.uky.edu/ArtsSciences/Geography

THE SUBJECT

In the broadest sense, this course seeks to understand the diversity of cultural attributes that American's have created or invented, borrowed, adopted, cultivated, and debated. We will focus on a limited range of attributes and will examine them through different lenses or from different perspectives—environmental contexts, historical contexts and sequences, perception, economics, politics, social structure, and gender, ethnic, and racial difference. Some groups of cultural attributes are tangible and when constructed form a visible landscape. Examples include the technologies and materials that we employ to build houses, barns, and granaries; towns, main streets, and grain elevators; cities, subways, and skyscrapers; railroad tracks, depots, and bridges; county roads, US highways, and limited access Interstate highways. Other cultural attributes are not necessarily tangible but are practices and processes, rules and regulations, which are formally articulated through documents or informally maintained through memory, or personal communication. Examples of intangible cultural attributes include aesthetic tastes, food ways, religious beliefs, sport and games, language grammar and dialect, land use practices, legal codes, zoning regulations, or income and class. Of course intangible attributes can direct the construction and use of the tangible as when engineers construct a bridge across a river through the application of physics and within the context of anticipated use and capacity, cost, architectural design, and convenience to existing highway alignments.

Our focus will recognize a broad spectrum of cultural attributes of average people and elites, the vernacular and the stylish, the organic and the planned. We will attempt an appraisal of material attributes as physical representations of deeply held values and priorities.

We shall also attempt to identify the roles and contributions of a host of individuals and ideas that have contributed parts or elements to the cultural attribute pool. We are immersed in what we seek to understand; we do not lack for examples and questions.

THE COURSE'S SCOPE

The course will focus upon cultural attributes present in America from the Revolutionary era to the present, with considerable attention paid to cultural geographies of the 20th century. We will span the country from New England, the mid-Atlantic states, and the Tidewater South, to the Piedmont and Appalachians, the Midwest, the Gulf Coast and Upland South, the Great Plains and Rocky Mountain West, the Southwest, and the Pacific Coast. Throughout, we will try to identify the forces that were and are at work to create new and unprecedented cultural attributes, and to identify some of the new directions that American culture is taking.

STUDENT LEARNING OBJECTIVES

1. Employ ideas gleaned from the academic literature, cognate course work in other disciplines, and their own observations to critically address these questions in verbal and cursive formats;
2. To access the breadth of methodologies that scholars have employed to address questions about culture and cultural attributes;
3. To compose articulate critiques of extant research and propose their own research ideas that will extend or redirect research on culture and cultural artifacts; and
4. Develop an in-depth knowledge of at least one cultural attribute—a particular religion, form and application of a technology, legal tradition, or folk art for example—and one place or region where this attribute is exemplified. The Mormon culture region of Utah (Salt Lake City) and the intermountain West is one example; Blues music of the Mississippi Delta (Clarksdale) is another; Native American and Hispanic folk arts of New Mexico (Rio Arriba) is a third.

APPROACHING THE SUBJECT

Throughout the course we will be engaging three primary aspects of American cultural attributes, be they tangible or intangible:

1. What is the attribute? (A vocabulary for identification and description);
2. What is the attribute's apparent function, how does it work, and what is its purpose(s)? (Description and explanation);
3. What does the attribute mean in the broad sense of suggesting the values, priorities, and beliefs that are imbedded in the processes that created it, the influences that act upon it, the role that the attribute plays, and the symbolic meaning it held/holds? (Evaluation and assessment).

If the first two questions are difficult, the third is fiendishly slippery—consider that people hold differing values, priorities, and beliefs depending upon a host of contextual factors such as age, generation, gender, class, ethnicity, experience or familiarity, education, and innate acuities and abilities.

Identification requires careful observation of all aspects of our lived world—all forms of speech and writing, all forms of belief, all forms of materiel—and aspects of form, configuration, location, environmental and historical contexts. Clear **Description** is based upon careful observation and learning or creating a **vocabulary** that one can use to accurately identify cultural attributes and their parts and functions. This implies field and archival work, or failing that, to consider images of attributes: photographs if they are available--drawings and paintings in the absence of photographs—maps, and of course, words.

The second question concerns attribute function. The third question regarding meaning explores the motives behind the creation of cultural attributes—pragmatic, economic, and social perhaps tinged with political, aesthetics, and so on—and leads to questions of attribute purpose, use, change, and meaning. We will consider different types of influences or contexts within which attributes were invented (true invention is rare), borrowed, and modified or discarded.

1. **Political influences:** For example, what priorities, including possession of or seeking after political power or personal wealth, influenced the creation of institutions (laws and governments, for example) and the building and construction of material artifacts be they roads or railroads, towns and cities, or farms and fields?

2. Economic influences: How did individuals, organizations, companies develop technology and utilize engineering, marketing, advertising, and other strategies to create products and processes in the context of an evolving capitalist system?

3. Social influences: How should Americans organize land and create and build structures and institutions that not only offered stability, security, and predictability (which are required for societal longevity) but permitted people to live fulfilling (and reasonably pleasurable) lives, aesthetically and spiritually, and to create and use leisure time (a core requirement for creativity)? What attributes were created and used to promote effective work, make a living, and establish communities?

4. Technological influences: What tools are available to a people in a given time period? What tools and processes do they borrow or develop in order to modify or control nature, clear and farm land, extract and process minerals, design and build structures, transport themselves and the commodities that they produce and trade?

While these influences represent convenient pigeon-holes, they overlap and interdigitate, often to the extent that is becomes impossible to distinguish or separate them. For example, during the two centuries from about 1750 to 1950 iron and steel production in America evolved through three related but dramatically different technologies: Crucible, Bessemer, and Open Hearth. The oldest technology produced high strength steels by melting small batches of low carbon wrought iron in clay crucibles. The process used hard coal or anthracite as a fuel and carbon source. Benjamin Huntsman developed the crucible process in the 1740s. Sheffield, England, was the early center of crucible steel manufacturing in the nineteenth century. The steel produced there was of exceptionally high quality and used primarily as tool steel, including saws. Using part of a Sheffield steel saw blade, John Deere developed the first self-scouring moldboard plow in Grand Detour, Illinois, in 1837. Crucible steel was made in small batches in a discontinuous process and, because it required a highly skilled labor force, was also very expensive. A second iron and steel manufacturing technique was invented by Henry Bessemer in the 1850s and imported from England shortly thereafter. The Bessemer furnace was a series of huge converters fueled by coke; its initial product was pig or cast iron rather than wrought iron. The furnaces heated the iron to drive off excess carbon to produce low carbon steels which were much stronger than wrought iron. Because the process integrated several steps in one place and produced steel in large volumes Bessemer steel was much cheaper than crucible steel and was used extensively in manufacturing steel rails for the expanding American railroad network by the 1880s. By the turn of the century open hearth steel was replacing Bessemer steel and by 1915 most steels made in the United States were produced by the open hearth method which used extremely high temperatures and continuous, high speed flow to produce shaped structural steels. The open hearth steels and William Jenney's steel skeleton building design made possible the construction of high-rise buildings and the sky scraper, a new building form that permitted revolutionary change in city form and function. Of course high-rise buildings necessitated other technological innovations such as the elevator (Otis).

While each technological advance in iron and steel production seems discrete, each was linked to major changes in labor force (from high skill to low skill), resource location and assembly (ore types, carbon sources [charcoal, anthracite, bituminous coke], flux types), power source (water wheels, steam, electric), capital flow, resource and process control, patents and regulatory controls, etc. Therefore, a single product such as steel has linkages to a host of political, social, economic, and technological factors, each of which is, in turn, subject to its own set of influences, linkages, and effects. Identifying and acknowledging such influences helps to organize one's thinking about the way cultural attributes were and

are being created, used, modified, or eliminated.

The order of the topics we will examine follows.

INTRODUCTION
A. Class organization, requirements.
Required Texts and Maps:
1. Michael P. Conzen, *The Making of the American Landscape* (Boston: Unwin and Hyman, 1990).
2. Erwin Raisz. Map of the *Landforms of the United States* (Boston: Erwin Raisz, 1956 revised), [available at Raisz Landform Maps, P. O. Box 2254, Jamaica Plain, MA 02130].
3. *American Landscapes Bibliography*, available at Young Library.

Note: Many of the readings are on electronic reserve in Young Library. You may wish to make your own copies of these items but copyright law prohibits my making copies for you.

ASSIGNMENTS
IMPORTANT: Note that the reading list is not accompanied by a day to day calendar. The course is designed to permit student input into the amount of time that any topic is under discussion. Some topics may be of great interest, others less so; we want to maintain flexibility to extend discussion on stimulating topics. Therefore, to know when readings will be discussed you will have to attend class and follow our progress. To determine the order in which readings should be completed, see the *TOPICS* heading below. Except for the Conzen book, most assigned readings can be found in the materials on electronic reserve in Young Library.

PAPERS AND EXAMS
Your course grade will be based upon the following items:
1. **Class participation**. This means discussion. And informed discussion—not simply asking questions—means reading the assignments BEFORE you come to class. The class will be conducted as a lecture/discussion. We will be looking at a lot of slides. The slides are intended to illustrate ideas and you will need to get into the habit of taking good notes, not only during the class lecture—discussion but during the slide presentations as well. Class discussion will link to Learning Objectives 1 and 2 outlined above. Discussion will count 10 percent of your grade.

2. **Archival Research Project**. You will receive a detailed handout that will provide directions as to how to go about this original research project. In general, the project will focus upon an in-depth analysis of a cultural attribute based primarily upon archival sources such as primary documents housed in the M. I. King Library Special Collections (and will link to Learning Objectives 3 and 4 above). The *Reference Bibliography* that you can copy at Young Library is extensive and will give you a valuable head start into the American cultures literature, which is enormous. We strongly encourage you to link this project to the second project, the Field Research Project (see below). The Term Paper will be due at the mid-term

class meeting, **October xx**, and will count 30 percent of your grade. Please come to see me for guidance.

3. **Field Research Project: Identifying cultural attributes on the landscape.** Again, you will receive a detailed handout that will provide instructions as to how to complete this assignment. While this project is not locationally restricted, working at or near your place of residence (Lexington, for example) will allow more potential contact with your subject and time to access informants, etc. This means that you will need to make time available to survey, identify, and analyze, to visit and revisit libraries and archives, interview key informants, conduct oral histories, or engage other research methods that will provide raw material for your project. The Field Research Project report will be due the next to last week of class, **November xx**, and will count 30 percent of your grade.

4. **Final exam.** A take-home final will be assigned during the last day of class, which_is xx, **December_x** and is <u>due two days after the scheduled final exam period (Thus your exam is due xx December_xx)</u>. The exam will be comprised of subjective essay-type questions. It will require that you be conversant with the entire package of course topics and readings that have been presented and discussed in class. The final will count 30 percent of your grade.

5. **Office visits.** Each person should make an appointment to visit with me in my office—or in the field at your research site—to discuss your interests in the course, and the development of your course research projects, or other topics of interest to you.

6. **Options.** We will attempt to schedule one or two (different) **field trips** to Cincinnati on Saturdays during the semester, probably on October xx or yy. Attendance for each trip will be optional and, given van capacity, limited to the first 10 or so who sign up. We will schedule a second (different) trip soon after the first. The idea here is to apply what we learn in class and from the readings to a real city. You will find that you will gain a great deal of insight into the course readings on these trips and it is imperative that you attend at least one, so you should make plans NOW for trip participation.

7. **Grading and Evaluation.** This class enrolls both undergraduate and graduate students. While the class standards for grading exercises and exams for each group are subjective, they are not the same. Graduate students are expected to be able to demonstrate that they can accomplish assignments at a professional level or according to the "state of the art." This is the standard expectation for graduate student performance in course work, comprehensive examinations, theses, etc. Undergraduates are "professionals-in-training" and so expectations for this group are appropriate to their status.

Specific performance expectations, and suggestions for meeting those expectations for Graduates and Undergraduates, will be provided in the detailed instruction handouts for the Term Paper and the Field Exercise. A crude indication of the difference in these expectations is that graduate students are expected to turn in 50 percent more writing than undergraduates, 15 pages versus 10 pages. As will be spelled out in later handouts, quantity, however, is not a substitute for quality and all exercises and exams are in essay form so clarity and conciseness in writing and argument are required. You will need to demonstrate a breadth of awareness of a broad literature as well as a depth of understanding of the details

that pertain to your research projects.

Additional Suggestions for Interpreting Cultural Attributes

One primary goal of this class is to become aware of the role that the **Visual Dimension** has in geography, in general, and culture studies more particularly. We want to gain experience in identifying cultural attributes in material and non-material form as suggested in the **Approaching the Subject** section above and Learning Objectives 1 and 2. But we also want to go beyond basic visual identification and begin to question why and how attributes take the forms that they do, and contemplate the ramifications of those forms. Therefore, we want to **examine attributes critically**, be they material items that we see in the field or in photographs, other visual media, are implied by material items, or are take the guise of habits, ideas, traditions, policies, and regulations that take verbal or written forms.

We will consider vernacular attributes but also examine the cultural attributes that are associated with the state and big business (from court houses and city skyscrapers to corporate farms and river dam and levee projects). We will seek out examples of attributes moving from one social-economic-political context to another (as when 19th century local-scale road construction changed from a vernacular process to one directed by state and federal regulations and laws). We must be careful not to assume that the visual representations of cultural attributes that we see (the Thoroughbred Horse Park on South Main Street in Downtown, Lexington, for example) are straightforward mirrors of reality. Instead, we need to remember that each attribute has a place or locational context—why is it here and what are the consequences of its location and configuration, a construction history—for what purpose was it created, and a meaning. Our task is to try to identify and understand its locational and historical contexts and what its meaning might be for different audiences (the builders, various groups that might view or interact with the attribute such as tourists, local inner-city residents, suburban passersby, city maintenance crews, etc.). Cultural attribute meaning is really constructed in very complex ways that have social, economic, and political dimensions. Nor is attribute meaning static; rather, it changes from person to person, group to group, and from one generation to the next.

Thus, questions that we might use to extend our analysis beyond simple identification of place and historical context include the following:

1. How does an attribute function? Has the attribute's function changed through time (a roadside gas station becomes a used car lot, a motel becomes a retirement home, a bank becomes a men's clothing store, etc.) How is an attribute represented and what meanings accrue to it?

2. How have social, economic, or political relations helped structure an attribute's purpose and meaning(s)?

3. What kinds of significance or meaning does the element hold and for whom?

Notice that there are three major nodes, fields, or categories of information that should be separated here: 1. Attribute **Producers** (builders, owners, architects, landscape architects, real estate developers, clergy, etc); 2. The **Attribute(s)** itself; and 3. The **Audience** (everyone who uses, looks at, or interacts with the attribute, be they residents, employees, customers, pedestrians, drivers, delivery people in trucks or passengers in busses, church congregations, researchers, etc.).

As we consider these differing perspectives, we recognize that the meanings that come to reside in cultural attributes can be considered in terms of at least three different screens or

registers. 1. **Technological**, including the manner of construction, and the equipment and technical expertise required to make or construct something; 2. **Social**, such as social institutions, social difference; 3. **Aesthetic**, such as visual codes and conventions. By considering these nodes and registers in combination, several basic questions emerge that we will consider as we attempt to interpret cultural attributes. These include but are not limited to: attribute origins, dynamics, and status; the dimensions of Americas' expansive cultural vocabulary; grand patterns in the history of American culture: periods and watersheds, themes and contexts, time and place; diffusion; class, gender, ethnicity, and race; political and economic influences; social processes.

TOPICS and READINGS

I.   Defining and Identifying Cultural Attributes

A. The Subject

   1. Defining the subject—terminology: artifact, attenuation, attribute, context, culture, diffusion, landscape, material, non-material, metaphor, representation, symbolic meaning.

   2. Defining the subject—principles: Cultural attribute characteristics; Most attributes have links to or are contextualized by a physical environment; Contemporary attributes have geographical or spatial context; Cultural attributes may have social, political, and economic context; Contemporary attributes may have historical roots; Common attributes are as important as the exotic; Cultural attributes are part of individual and collective identity and are subject to debate, flux, change, and modification.

B. The Intangible: ideas and social attitudes; preference, practice, and habit; myths and ideologies; codes and laws.

   1. Information Sources: text documents, oral histories, published inventories. See, for example, Frederic G. Cassidy and Joan Houston, *Dictionary of American Regional English* volumes I-IV; Edwin S. Gaustad, et al, *New Historical Atlas of Religion in America* 2000; Richard Pillsbury, *No Foreign Food: The American Diet in Time and Place* 1998; Barbara Shortridge, *The Taste of American Place: A Reader on Regional and Ethnic Foods* 1998.

C. The Tangible (or material): institutions, practices, technology, and structures. Landscape as a reservoir of cultural artifacts. A tangible artifact is often the product of, or strongly related to, intangibles in significant though complex ways and as such represent a kind of cultural "hieroglyphic," or "geoglyph."

   1. Information Sources: landscapes and representations of landscapes such as maps, birds' eye views, engravings, paintings, drawings and plans, blueprints, murals, descriptive narratives (including traveler's reports), photography, satellite images (Google Earth).

Note: The readings are divided into primary and secondary groups. Everyone will read the primary readings indicated by a [P]. The class will be divided into two or three groups and each group will be responsible for reading the secondary readings marked [S]

II. **Defining cultural attributes and linking them to place.**

Dell Upton, "Time Line," in *Architecture in the United States* (Oxford: Oxford University Press, 1998), pp. 316-325. [P]

Wilbur Zelinsky, "Origins," in *The Cultural Geography of the United States* (Englewood Cliffs: Prentice-Hall, 1973), pp. 3-35. [P]

Peirce Lewis, "The Monument and the Bungalow: The Intellectual Legacy of J. B. Jackson," in Chris Wilson and Paul Groth, eds., *Everyday America: Cultural Landscape Studies after J. B. Jackson* (Berkeley: University of California Press, 2003), pp. 85-108. [P]

James S. Duncan, "The Superorganic in American Cultural Geography," *Annals of the Association of American Geographers*, 70 (2), 1980, pp. 181-198. [S1]

Richard H. Schein, "The Place of Landscape: A Conceptual Framework for Interpreting an American Scene," *Annals of the Association of American Geographers*, 87 (4), 1997, pp. 660-680. [S2]

Raymond Williams, "Culture," in *Keywords: A Vocabulary of Culture and Society* (New York: Oxford University Press, 1976), pp. 87-93. [S]

III. **Modern America's Roots—Indian Lands, Indian Cultures**

A. The Pre-Columbian Indian Presence

Karl W. Butzer, "The Americas Before and After 1492: An Introduction to Current Geographical Research," *Annals of the Association of American Geographers*, 82 (3), 1992, pp. 345-368. [P]

Karl W. Butzer, "The Indian Legacy in the American Landscape," in Michael P. Conzen, ed. *The Making of the American Landscape* (Boston: Unwin Hyman, 1990), pp. 27-50. [S1]

William E. Doolittle, "Agriculture in North America on the Eve of Contact: A Reassessment," *Annals of the Association of American Geographers*, 82 (3), 1992, pp. 386-401. [S2]

Exemplar 1: Cahokia and the American Bottoms

Charles C. Mann, "Ten Thousand Mounds," in *1491: New Revelations of the Americas Before Columbus* (New York: Vintage Books, 2005), pp. 285-300. [S1]

Exemplar 2: The Southwest's Four Corners Country

Suzanne K. Fish and Paul R. Fish, "Prehistoric Desert Farmers of the Southwest," *Annual Review of Anthropology*, 23, 1994, pp. 83-108. [S2]

The American Indian Image: Past or Present and Future?

Dell Upton, "Community," and "Money," in *Architecture in the United States* (Oxford: Oxford University Press, 1998), pp. 57-105 and 187-191. [S]

VI. Europe's Imperial Ambitions—Implantations in America

A. Setting the Stage for Colonial Development in the New World

D. W. Meinig, "Prologue," and "America as Continuation," in *The Shaping of America* Vol. 1, *Atlantic America, 1492-1800* (New Haven: Yale University Press, 1986), pp. 3-8. [P]

B. European Outreach

D. W. Meinig, "Iberian Initiatives," "The Creation of New Spain," "The Luso-African Contributions," "Initiatives in the North and Huguenot Enterprise," "The Emergence of the English," "Implantations from Northwest Europe," "Generalizations: European Source Regions," and "Generalizations: Sectors and Circuits of the Atlantic World," in *The Shaping of America* Vol. 1, *Atlantic America, 1492-1800* (New Haven: Yale University Press, 1986), pp. 8-76. [P]

C. Iberian Arrival and Occupation

D. W. Meinig, "The Southwest: A Definition," "The Spanish Era: 1598-1820's," "Connections and Boundaries: 1820's—1860's," and "The Changing Geography of Peoples: 1820's—1870's," in *Southwest: Three Peoples in Geographical Change, 1600-1970* (New York: Oxford University Press, 1971), pp. 3-37. [P]

David Hornbeck, "Spanish Legacy in the Borderlands," in Michael P. Conzen, ed. *The Making of the American Landscape* (Boston: Unwin Hyman, 1990), pp. 51-62. [S1]

Alvar W. Carlson, "Spanish and Mexican Land Grants," and "Architecture, Religion, and the Vernacular Landscape," in *The Spanish-American Homeland: Four Centuries in New Mexico's Rio Arriba* (Baltimore: Johns Hopkins University Press, 1990), pp. 2-22, and 129-158. [S2]

D. French Catholic Presence and Huguenot Enterprise

Cole Harris, "French Landscapes in North America," in Michael P. Conzen, ed. *The Making of the American Landscape* (Boston: Unwin Hyman, 1990), pp. 63-79. [P]

D. W. Meinig, "Louisiana," in *The Shaping of America* Vol. 1, *Atlantic America, 1492-1800* (New Haven: Yale University Press, 1986), pp.193-202. [P]

E. English (and German) Emergence

D. W. Meinig, "New England," and "America as Continuation," in *The Shaping of America* Vol. 1, *Atlantic America, 1492-1800* (New Haven: Yale University Press, 1986), pp. 91-109. [P]

D. W. Meinig, "Pennsylvania," and "Emergence of Greater Virginia," in *The Shaping of America* Vol. 1, *Atlantic America, 1492-1800* (New Haven: Yale University Press, 1986), pp. 131-144; 144-160. [S1]

D. W. Meinig, "Tropical Islands," and "Carolina and the Carolinas," in *The Shaping of America* Vol. 1, *Atlantic America, 1492-1800* (New Haven: Yale University Press, 1986), pp. 160-172; 172-190. [S2]

V. American Cultural Regions Emerge

A. The Urban Industrial North—The Middle Atlantic and New England (Extended)

1. The Forest, the Farm, and a Culture of Wood

Michael Williams, "The Clearing of the Forests," in in Michael P. Conzen, *The Making of the American Landscape* (Boston: Unwin and Hyman, 1990), pp. 146-168. [P]

William Cronon, "Taking the Forest," in *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983), pp. 108-126. [S1]

2. Technology and Town and City Development

Peirce F. Lewis, "Small Town in Pennsylvania," *Annals of the Association of American Geographers*, 62 (2), 1972, pp. 323-351. [P]

Joseph S. Wood, "The Village as a Vernacular Form," in *The New England Village* (Baltimore: Johns Hopkins Press, 1997), pp. 114-134. [S1]

Wilbur Zelinsky, "The Pennsylvania Town: An Overdue Geographical Account," *Geographical Review*, 67, 1977, pp. 127-147. [S2]

Anne E. Mosher, "'Something Better Than the Best,' Industrial Restructuring, George McMurtry and the Creation of the Model Industrial Town of Vandergrift, Pennsylvania, 1883-1901," *Annals of the Association of American Geographers*, 85 (1), 1995, pp. 84-107. [S1]

Ben Marsh, "Continuity and Decline in the Anthracite Towns of Pennsylvania," *Annals of the Association of American Geographers*, 77 (3), 1987, pp. 337-352. [S2]

John Bodnar, "Immigration and Modernization: The Case of Slavic Peasants in Industrial America," *Journal of Social History*, 10 (1), 1976, pp. 44-71. [S]

Edward W. Bemis, "The Homestead Strike," *Journal of Political Economy*, 2 (3), 1894, pp. 369-396. [S]

George F. Brightman, "Cuyuna Iron Range," *Economic Geography*, 18 (3), 1942, pp. 275-286. [S]

Timothy L. Smith, "Religious Denominations as Ethnic Communities: A Regional Case Study," *Church History*, 35 (2), 1966, pp. 207-226. [S]

B. The Agrarian South—Pioneers, Plantations, Enslaved Peoples, and Share Croppers

1. Establishing Industrial Agriculture through Slavery

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