Historical Landscapes of ASU

UCO 1200 Sections 106 & 124
Course Times:
2:00 – 3:15 T/Th (102) BH105
3:30 – 4:45 T/Th (104) BH105

Instructor:
Samuel Avery-Quinn, PhD

Office Hours: T/Th 8:30-9:15am, 12:30-1:30pm
M/W/F 9:30am – 12:00pm (ONLINE)
Physical Office: 115 Howard Street Hall

Email: averyquinns@appstate.edu
Google Chat: averyquinns@appstate.edu
Phone: 865.266.6618(c)

Course Description

Landscapes are dirt. You find them on sweaty summer afternoons mowing the lawn or digging up your backyard. Landscapes are neighborhoods - your street lined by apartment blocks, parking lots, basketball courts, and the corner deli. Landscapes are the long car rides between where you’re from and campus. You see them pass in the rolling brown hills of Virginia, or maybe the limestone rock faces of the Smokey Mountains clinging to the sides of Interstate 40. And landscapes are the meaning, memory, and possibility you find as you learn about a place, as you experience that place, and as you hear about how others have experienced and shaped that place before you and shape it alongside you.

We can interpret landscapes in diverse ways. As geographers we can study contemporary and historic landscapes, from continents, to nation-states, to regions, college campuses, to the space surrounding a First Year Seminar student as she reads a course syllabus. What matters to us is how that individual, or group, engages that space around them, thinks about it, and makes it meaningful. As anthropologists, we can see landscapes communicating culture, “natural” and human-altered spaces reflecting our understanding of ourselves and our world. As archaeologists,
landscapes are the largest artifacts we can find – cultural stories past peoples told each other through their alteration and use of space, that are silently (and sometimes not so silently) erased (but not entirely), and rewritten generation after generation.

In this course we will study the landscape of Appalachian State University and Boone, North Carolina. As you move through campus over the next few years, you’ll build up, through reflection on your environment, and unconscious habit, a sense of place. I want this course to help shape your sense of place by directing your attention to how people use this landscape and how that use has been shaped by those who went through this landscape before you.
Course Objectives

Success in any course, you may have been told, is a good grade. Grades have their place. Good grades are nice for your GPA, for keeping your scholarships. Success, though, is far more measurable in the quality of a learning experience you take from a course. I want you to be successful in this course, but I will not guarantee your success. Only you can do that. This course, like any college course, will be for you what you make of it with some constraints. As you work on making this course a success for you (by regularly attending class, by reading the assignments, contributing to discussion, taking notes when necessary, and completing your research projects) you’re doing so in a course framework created by your instructor. While that framework relies on your instructor’s knowledge, experience, and research interests, it is built on a foundation of both your instructor’s philosophy of undergraduate education and the learning goals for Appalachian State’s First Year Seminars. This foundation consists of a number of goals for your learning experience, including:

First Year Seminar Goals

First Year Seminar (UCO 1200) introduces first year Appalachian students (freshmen and transfers*) to rigorous academic study at the University level through interdisciplinary engagement with a broad topic or question. Experienced faculty engage FYS students in a shared process of inquiry in small seminar-style classes. (The average class size is 22.) The faculty also help students make the transition to academic life at Appalachian by introducing students to a variety of library research tools, making connections with faculty and other students, introducing the wide range of resources Appalachian provides its students, and involving the university and local community. Additionally, all First Year Seminars share in common the following learning goals, which are the foundation of the University’s General Education Program: developing creative and critical thinking abilities; cultivating effective communication skills; making local-to-global connections; and understanding responsibilities of community membership. Appalachian’s First Year Seminar course also serves as a designated Global Learning Opportunity ("GLO" for short) because all FYS courses cultivate intercultural competence by examining a single issue from multiple perspectives.

Every First Year Seminar is designed by the individual faculty member on their topic of choice that integrates the aforementioned objectives. Prospective instructors propose their topic and describe how they will meet the common learning goals to an elected faculty committee which reviews each proposal about a year in advance.

*Effective Fall 2012, transfer students bringing in 30 or more hours may choose to waive the First Year Seminar requirement. Transfer students choosing to waive FYS will have a total of 41 s.h. of General Education requirements.
Critical and Creative Thinking
The goal of Appalachian’s general education program is to instill and nurture in its students the knowledge, skills, and values of a liberal education, including the skills of effective critical thinking, listening, and communicating. A successful liberal, broad-based education prepares students for lifelong learning, reflective living, public engagement, and vocational success.

Critical and creative thinkers (“CCT”) possess a combination of essential characteristics: skills, knowledge, and dispositions. Critical and creative thinkers are intellectually humble and curious. They use an inquiry-based, systematic, and logical process to promote greater understanding and further learning, considering intra- and inter-disciplinary sources as appropriate. They are open minded and willing to consider alternative and unconventional methods, sources, and conclusions, as part of an evidence-based and rational process. The critical and creative thinker is able to apply knowledge innovatively toward useful and meaningful goals.

These characteristics are subject to some limitations and caveats. They are not exhaustive, and they may apply in various ways and to varying degrees, depending on the discipline and/or particular assignments. Some are more aspirational in nature (e.g., intellectual humility and curiosity) and may be difficult to measure even though they are worth nurturing.

Communicating Effectively
The General Education Program prepares students to employ modes of communication that can help communities reach consensus or respectful disagreement. Effective communication leads to discovery and significant changes in the sender (who may be a writer, speaker, dancer, musician, visual artist, or actor) that produce sophisticated reading skills and a high level of quantitative, technological, and information literacy. The sender is successful in delivering the message to the receiver, who may be listening, reading, or watching. As both senders and receivers, successful communicators interact effectively with people of both similar and different experiences and values. They adapt their communication skills with increasing complex situations.

Making Local to Global Connections
Appalachian State University is both in and of the southern Appalachian region, and it is also part of a world that is globally connected. Life in the twenty-first century requires an understanding of the connections and multi-layered interactions among diverse local and global human cultures, as well as between humans and the natural and physical environments. In this context, the general education program helps to cultivate an active understanding of global change and the effect of human agency on both natural and cultural environments. Students should understand the importance of biodiversity, ecological integrity, and the need to achieve sustainable benefits for communities. Knowledge of other cultures, diverse cultural frames of reference, and alternative perspectives are essential to thinking critically and creatively and to understanding the responsibilities of membership in local, regional, and global communities. The cultivation and maintenance of intercultural relationships require active cultural understanding, which is achieved by exploring multiple strategies for interacting with other peoples and cultures.

Community Membership
General education prepares academically skilled and engaged citizens capable of contributing to the betterment of society and taking responsibility
for the common good. Responsible contribution to a vibrant democracy governed by the rule of law requires a basic understanding of the ways in which governments, economies, and societies function. Moral reasoning skills, necessary in a world characterized by often conflicting beliefs and attitudes, enable students to reflect critically on ethical issues and to make reasoned, intelligent judgments about complex moral problems. Effective moral reasoning includes questioning one’s own assumptions and beliefs, understanding the reasoning of others, and accepting disagreement about important matters. An understanding of the broad range of past and present moral positions should be accompanied by shared beliefs regarding honesty, integrity, and obligation to others. In addition, fostering the well-being and personal development of students will help them lead thoughtful and purposeful lives in their communities.
Required Readings

Your learning experience in this course does not begin and end in the confines of our classroom. To be an effective learner, your engagement with our course has to continue outside the classroom for at least two to six hours each week. I encourage you, especially at the beginning of the semester, to consider collaboratively reading our course readings with one or more of your classmates. Most of our class sessions this semester will be dedicated either to field research workshops or reading discussions. To participate, you must have read assigned material before our class session. Required Texts: All course readings will be available in PDF format on our ASULearn website. Backup copies of all readings will be available on our course Dropbox site (these are especially useful for users of Mac OS X 10.8 and later as these computers sometimes have issues opening PDFs saved to AsULearn).

Common Reading Program Book: The Laramie Project by Moises Kaufman

Your required Common Reading Program book will help transition us from our introduction to learning in a university setting into developing robust and flexible strategies for college reading. In the Fall, if enrolled at ASU, each of you should have taken part in a discussion of the text (facilitated by ASU staff) and attended Convocation at which Judy Shepard was the keynote speaker. During the Fall and Spring semesters the Appalachian State University offers multiple opportunities for students to engage the text - speakers, author discussions, forums, movies, and other events. Over the course of the semester you will have several options for completing an assignment related to the book or one of these events.

Course Policies

ASULearn and Email Policy

All students are required to register and log-in to the AsULearn website. Further, all students are required to have a regularly-checked email address registered with or capable of receiving emails from the AsULearn system. Your instructor will make regular class announcements via the AsULearn system. It will be your responsibility to ensure your email is capable of interacting with the AsULearn system.

Classroom Conduct

You are expected to behave as if you are in an academic environment. Opinions, questions, and concerns should be freely shared. To promote a successful learning environment, discussion of course material should be conducted with mutual respect.

(1)
Cell phones: Students do not necessarily need to turn their cell phone ringers off during class, however, no calls or texts, short of demonstrable emergencies should be made during class time. All cell phones must, however, be put away during class time. Students with cellphones on their
desk or in their lap during class will be asked to put their phone away. If your instructor has to make more than three requests for your cell phone to be put away during the semester, you will lose the equivalent of one readings quiz from your course grade. Subsequent instances will lead to further point deductions at the rate of one readings quiz per instance.

**Students with Special Needs**

Students needing special accommodations in the classroom should discuss their needs with the instructor as soon as possible after the start of the semester. Students with disabilities registered with the University should provide the instructor with documentation of their needs during the first two class sessions of the semester.

**Counseling and Support Services**

Appalachian’s goal is to maintain a safe campus for students, faculty and staff. If you know someone who:

- behaves in an aggressive or out of control manner or has mood swings,
- has stopped talking to others or is spending a lot of time alone,
- drinks more or uses drugs to deal with feelings,
- talks about harming him or herself or others,
• has excessive class absences or sleeps in class,
• has a notable change in appearance,
• has been sexually or physically assaulted,
• is in a domestic violence situation.

Are you:
• uneasy or afraid of someone,
• concerned for a person,
• worried something might happen to your or this person while you are together?

Who to call:

IF THERE IS AN IMMEDIATE THREAT, CALL 9-911 (from a campus phone) or 911.

For 24-Hour Assistance:
• University Police: 8000 (from a campus phone) or 828-262-2150
  (anonymous reporting is available at police.appstate.edu)
• Counseling & Psychological Services Center: 828-262-2150
• Daymark Recovery Services Mental Heath Crisis Line: 828-264-HELP
• National Suicide Prevention Lifeline: 800-273-TALK
• Oasis 24 Hour Crisis Line: 828-262-5035
• National Sexual Assault Hotline: 800-656-HOPE
Other Assistance, Available M-F, 8am-5pm:
• ASU Early Intervention Team: 828-262-7077
• Counseling for Faculty and Staff: 828-262-4951
• Dean of Students: 8282-262-2060
Academic Integrity

Generally, you are expected to adhere to the Academic Honesty policy of Appalachian State University. This policy is available online at: http://studentconduct.appstate.edu/filecabinet/13.

Everything you write in this class must be in your own words. If you reference (quote or paraphrase) a reading (book, article, etc.), you must cite the reading. If you plagiarize either a course reading or material you did not write, or you re-use material you wrote in a different class, you will receive “zero credit” for that entry. Plagiarism will result in much more severe sanction, however.

Statement on Student Engagement with Courses

In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and
scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen-hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

Writing Center

Consultants at the University Writing Center will work with you one-on-one and provide assistance with style, organization, content, voice, grammar, and documentation (including MLA and APA formats). In addition to your draft and/or any pre-writing notes, bring your assignment to your session. ESL students are encouraged to make use of the University Writing Center. Consultants can help you with clarity, organization, grammar and spelling, formatting, and documenting outside resources. Consultants can also help you better understand assignment guidelines. Appointments are limited to one hour per day, but students are welcome to schedule multiple visits for longer assignments or more in-depth assistance throughout the writing process.

The Writing Center is located on the Lower Level of Belk Library & Information Commons (Room 008) and is open Monday through Thursday from 9am-9pm and Friday from 9am-1pm. To make an appointment, call 262-3144.

Plagiarism

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge, or is the result of the student’s direct and unique reflection on a subject) is a serious offense, subject to disciplinary action that may include failure in a course and/or disciplinary action by the University.
Grammar and Citations

Unless otherwise stated, all papers you write in this course are to be in Chicago Manual of Style Format. This is a widely-used style for academic writing in many disciplines - from Anthropology to Literary Studies to Sociology and Urban Studies.

To find out more about the style, you can purchase a copy of the Chicago Manual of Style at the ASU Campus Bookstore.

Kate Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations 7th Edition is also available at the ASU Campus Bookstore. Not just a style guide based on Chicago Style, Turabian is (a) less expensive, and (b) offers undergraduate students additional guidance on how to research and write college-level papers.

An online resource guide to Chicago Style is available at: http://owl.english.purdue.edu/owl/resource/717/01/

Another online source provides a quick guide for citing sources in Chicago format: www.chicagomanualofstyle.org/tools_citationguide.html

Inclement Weather Policy

As you may know, winters in Boone may see snow, and more snow, and more snow, and even more snow. For the first two months or so of class, we can reasonably expect a few of our classes to be impacted by snow. How these snow days impact our class varies, but students should assume, unless otherwise notified by their instructor, two general conditions for inclement weather days:

(1) University closure. If the University cancels classes meeting during our class time, students will be expected to continue their readings for the next assigned readings discussion class. In addition to reading and preparing for class discussion, students will additionally need to log on to our ASULearn website and complete an out-of-class activity posted under an INCLEMENT WEATHER forum. More details on inclement weather activities will be provided by your instructor.

(2) Instructor stranded in the snow. There may be days where the University is open, but road conditions between campus and your instructor’s home prevent him from driving to campus (his fault for owning a small gas-saving car and a sports car, neither good on snow). On these days your instructor will upload a video presentation to our course Youtube site. It will be your responsibility to view this presentation before our next class (at the start of which we will have a short quiz on the presentation content).
Syllabus Changes

This syllabus is subject to change based on your instructor’s assessment of our course progress. The least likely aspects of the syllabus to change are grading and assignment components. The most likely aspect of the syllabus to change is our course schedule. If any changes are made to components of this syllabus OTHER THAN the course schedule, your instructor will notify you verbally in class, and will post an announcement of the syllabus change to AsULearn. It will be the student’s responsibility to check for syllabus changes via AsULearn.
Grading & Assignments

Course Grading

Field Projects (40 points)
Many of our classes this semester will be workshops emphasizing a hands-on, problem solving approach to topics. Several of these workshops will require students to continue that day’s research or follow it up with additional, out-of-class research. Guidelines for each assignment and their due dates will be posted to AsULearn and announced in class. Locations for outdoor fieldwork class sessions will also be announced in class and via email.

Currently these assignments include:
Landscape Photography – 10 points
Mapping Sanford Mall – 5 points
Archives Scavenger Hunt – 5 points
How Buildings Learn in Boone – 5 points
Council Family Cemetery – 5 points
Mapping ASU Bio Preserve – 10 points

Class Papers (100 points total)
Two long-term assignments this semester develop your archival, library, and field research skills. A Library Research Guide exploring an aspect of Appalachian history and culture from a trans-historical perspective is the culmination of several weeks spent exploring the ASU Library, library resources, academic style guides, and citation/document management. A second project, creating a time-slice map of the ASU campus will involve both in-class work as well as two weeks of out-of-class work in collaboration with classmates. This historic campus map project will result in your team creating a detailed presentation to be offered during our final exam session. Assignment guides to both projects will be released later this semester.

College 101 (60 points total)
Fulfilling our mission as a First Year Seminar, some graded opportunities in this class support your growth as an emerging undergraduate scholar. While we will have in-class presentations and discussions around readings, library resources, and research skills, several times throughout the semester you will have opportunities to refine your lecture note-taking skills and your comprehension skills when reading academic articles or essays. Three times during the semester we will have lectures – you are expected to attend class, take notes, and, at the end of class, submit your notes for peer review – peer review of a classmate’s lecture notes will take place in class following our first lecture, and out-of-class for subsequent lectures. Scoring your classmate’s notes per a lecture note evaluation guide (provided by your Professor), and submitting the evaluated notes a week later will constitute 20 points of your course grade. Additionally, there will be opportunities through the semester to take short, multiple-choice quizzes on assigned readings. These quizzes, and their accompanying readings, are listed in your course schedule. A 10 point Common Reading project rounds out this work.

Grade Scale:

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>&gt; 186</td>
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<tr>
<td>A-</td>
<td>178-185</td>
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<td>B+</td>
<td>174-177</td>
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<tr>
<td>B</td>
<td>166-173</td>
</tr>
<tr>
<td>B-</td>
<td>159-165</td>
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<td>C</td>
<td>150-159</td>
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<tr>
<td>D</td>
<td>137-149</td>
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<td>F</td>
<td>&lt; 137</td>
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**Attendance Policy**

Students are expected to attend every class session. Students are allowed two (2) unexcused absences, and two (2) excused absences, but cannot exceed a total of three (3) absences combined. Upon the third unexcused absence, or fourth total absence, and for each subsequent absence, students will have their course grade reduced by the point value of one-half a letter grade. Excused absences mean contacting your instructor by no later than 24 hours after missing a class session. After three (3) missed classes in a row, your instructor will email you. If you do not respond to this inquiry by the end of that week, your instructor will notify the University’s Early Intervention Team. A team member will subsequently attempt to contact you.

**Religious Observance Policy**

You will be allowed two excused absences for religious observances. You are responsible for requesting excused absences for religious observances in writing no later than three weeks after the first class day of the term. For purposes of this policy, the term “religious observances” shall include religious holidays or holy days or similar observances that require absence from class. You will be afforded the opportunity to make up tests or other work missed due to an excused absence for a religious observance. Specific arrangements to make up work will be made upon receipt of your written request."

**Readings**

Historical Landscapes Readings Packet. PDF document. Free – available on AsULearn.
**Schedule**

**INTRODUCTION TO LANDSCAPE**

January 15 Tues. First Day of Class.
Reading: Historical Landscapes Course Syllabus

January 17 Thurs. What is Landscape?
Presentation & Discussion on Basic Concepts

January 22 Tues. Lecture 1: Landscape, Seeing, and Art

January 24 Thurs. Landscape Photography I
Presentation & Course Project
Reading Quiz 1 (5 points)

January 29 Tues. Landscape Photography II
Workshop

January 31 Thurs. Landscape and the Senses
Workshop – Field Work Day
Reading Quiz 2 (5 points)

February 5 Tues. Landscapes Through Time
Workshop – Course Project/Field Work Day

February 7. Thurs. Lecture 2: The College Campus
February 12 Tues. The Most Beautiful Campus in the World
Landscape design and campus master planning workshop
Reading Quiz 3 (5 points)
Reading: Joseph Geller and Robert Corning “Designing a Unified Campus” https://www.universitybusiness.com/article/designing-unified-campus

LIBRARY RESEARCH

February 14 Thurs. Library Research Part 1
Workshop on the research process and library scavenger hunt
Reading 1: ASU Library “Introduction to Library Resources and Services”
Reading 2: Picking a Topic is Research (video)
Library Research Guide Project RELEASED (Due Thursday March 28 by 11:59pm via AsULearn)

February 19 Tues. Library Research Part 2
Workshop on primary sources, secondary sources, author credibility, bias, and peer review
Reading 1: ASU Library “Peer Review in 3 Minutes” (video)
Reading 2: ASU Library “Comparing Scholarly Journals, Popular Magazines, and Web Sources”
Reading 3: ASU Library “Evaluating Sources for Credibility”
Reading 4: ASU Library “Understanding Authority” (video)

February 21 Thurs. Library Research Part 3
Workshop on Zotero Reference Manager and AppSearch
PLEASE INSTALL ZOTERO on a laptop BEFORE class today.

February 26 Tues. Library Research Part 4
Workshop on Chicago Manual of Style
Reading 1: “General Introduction to Citation Practices” from Kate Turabian…

HISTORICAL LANDSCAPES OF APPALACHIAN STATE UNIVERSITY

February 28 Thurs. Peoples of Appalachia I
Documentary Film
Reading Quiz 4 (5 points)
March 4 – 8  SPRING BREAK  NO CLASS

March 12 Tues. Peoples of Appalachia II
Documentary Film and Workshop
Reading Quiz 5 (5 points)

March 14 Thurs. Lecture 3: History of Appalachian State University and Boone, NC

March 19 Tues. Archives Visit
Belk Library – University Archives and Special Collections
Project Day

March 21 Thurs. Mapping Appalachian Forests
Project Day – Field Work

March 26 Tues. Historical Maps
Workshop
Reading Quiz 6 (5 points)

March 28 Thurs. Downtown Boone in Historical Maps and Photographs
Project Day – Field Work

April 2 Tues. Uncovering Past Campus Landscapes in Historical Photographs
Project Day – Field Work
Reading Quiz 7 (5 points)

April 4 Thurs. Material Culture 1: Day with the Dead
Project Day – Field Work
Council Family Cemetery, Howard Street
Reading Quiz 8 (5 points)
April 9 Tues. Material Culture 2: Boone Community Dump
Workshop – Field Work
Woodland area behind the LLC, Bodenheimer Drive.

April 11 Thurs. Mapping Sanford Mall
Project Day

April 16 Tues. Project Release and Common Reading Discussions
Workshop and Discussions
Landscape Reconstruction Project Presentation
Common Reading Semester Projects Due

April 18 Thurs. Research Day 1
Archival Research

April 22 & 23 SPRING RECESS NO CLASS

April 25 Thurs. Research Day 2
Archival Research

April 30 Tues. Research Day 3
Field Work and Mapping

May 2 Tues. Research Day 4
Field work and debriefing

May 3 – 9 Final Exams

2:00 Section meets 2:00pm – 4:30pm Tuesday May 7, 2019
3:30 Section meets 2:00pm – 4:30pm Thursday May 9, 2019