

## **GEOG/HIST 3305: HISTORICAL GEOGRAPHY OF THE UNITED STATES SINCE 1850**

Spring 2015 ~ Section 001 ~ MWF 1:00-1:50 ~ UH01  
Dr. Andrew Milson, Professor, Department of History

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**COURSE DESCRIPTION:** Historical geography can be defined as “the study of the geography of the past”. In this course, we will examine the geography of the United States since the mid-nineteenth century. The study of historical geography involves viewing geography through the lens of time by asking how geographic patterns have changed over time. It also involves viewing history through the lens of geography by asking how geographic patterns have influenced the events of the past.

### **REQUIRED MATERIALS:**

The Shaping of America: A Geographical Perspective on 500 Years of History, by Donald W. Meinig

- Volume 3: Transcontinental America, 1850-1915 – ISBN: 978-03000-82906
- Volume 4: Global America, 1915-2000 – ISBN: 978-03001-15284

### **STUDENT LEARNING OBJECTIVES**

Upon completion of this course, students will be able to:

1. Understand and analyze historical geography concepts.
2. Apply the concepts of historical geography to the history and geography of the United States.
3. Interpret and evaluate written works in the field of historical geography.
4. Construct and defend historical and geographical arguments.
5. Articulate in writing and verbally the ideas, concepts, and arguments of the field of historical geography.
6. Analyze and evaluate graphics such as maps, figures, tables, and photographs related to U.S. historical geography.

**MAJOR ASSIGNMENTS:** Your course grade will be determined by your performance on:

- Take-Home Essays (See instructions on Blackboard)
- Final Exam (Optional for students with perfect attendance)
- Attendance and Participation (See rubric below)

**ATTENDANCE:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established following attendance policy: Seminar-oriented classes are most successful when all students attend class prepared to engage in deep discussion about the assigned readings. For all students in this class to benefit, it is essential that you read the assigned readings, attend class, and participate with insightful contributions to the discussion. I understand that legitimate situations arise that may cause you to miss class. If you wish for me to consider an absence as 'excused', please provide me with a hard copy note explaining your absence and any related documentation. I will not automatically excuse absences, but I will take reasonable and infrequent conflicts into consideration when calculating your

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final grade at the end of the semester. If you expect to miss multiple classes, I recommend that you plan to take the course in another semester. See the rubric below for information about how your attendance will be calculated as a portion of your final course grade.

**GRADING POLICY:** Your final course grade will be calculated as follows: Take-Home Essays (6 @ 10% each = 60%), Final Exam (10%) and Attendance & Participation (30%). The grading scale for the course is: A = 90-100%; B= 80-89%; C= 70-79%; D= 60-69%; F = below 60%. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. See “*Student Support Services*” below.

**EXPECTATIONS FOR OUT-OF-CLASS STUDY:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional **9-12** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

### **LATE PAPER AND MAKE-UP POLICY:**

- Take-home essays - One letter grade will be deducted for each day past the due date up to 3 days (including weekends). If the essay is more than 3 days late, the assignment will not be accepted and a grade of zero will be recorded. Take-home essays must be submitted to Blackboard SafeAssign by the due date *AND* a hard copy must be brought to class no later than the due date.

**GRADE GRIEVANCES:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

**DROP POLICY:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information. (<http://www.uta.edu/aao/fao/>).

**AMERICANS WITH DISABILITIES ACT:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

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**TITLE IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**ACADEMIC INTEGRITY:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.* UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**ELECTRONIC COMMUNICATION:** The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington. To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

**FINAL REVIEW WEEK:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless*

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*specified in the class syllabus.* During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**EMERGENCY EXIT PROCEDURES:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**STUDENT SUPPORT SERVICES:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

### **EMERGENCY PHONE NUMBERS:**

In case of an on-campus emergency, call the UT Arlington Police Department  
817-272-3003 (non-campus phone)  
2-3003 (campus phone)  
You may also dial 911.

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**Course Calendar**

I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. ~AJM

Date	Topic	Assignment Due
W 1.21.15	Intro to the course	
F 1.23.15	<ul style="list-style-type: none"> <li>Delineating the New West</li> </ul>	Meinig, V3, pp. 31-36
M 1.26.15	<ul style="list-style-type: none"> <li>California</li> <li>Southern California</li> </ul>	Meinig, V3, pp. 36-69
W 1.28.15	<ul style="list-style-type: none"> <li>Oregon and the Pacific Northwest</li> </ul>	Meinig, V3, pp. 69-89
F 1.30.15	<ul style="list-style-type: none"> <li>Zion, Deseret, and Utah</li> </ul>	Meinig, V3, pp. 89-113
M 2.2.15	<ul style="list-style-type: none"> <li>New Mexico: Hispano, Indian, Anglo</li> <li>The Colorado Complex</li> </ul>	Meinig, V3, pp. 113-145
W 2.4.15	<ul style="list-style-type: none"> <li>The Rest of the West</li> </ul>	Meinig, V3, pp. 145-167
F 2.6.15	<ul style="list-style-type: none"> <li>Indians and Empire</li> <li>American Wests – American Domain</li> </ul>	Meinig, V3, pp. 167-183
M 2.9.15	***Take-Home Essay 1 Due***	
W 2.11.15	<ul style="list-style-type: none"> <li>Expanding the Federation</li> <li>The Idea of Separation</li> </ul>	Meinig, V2, pp. 447-475 (Available on Blackboard)
F 2.13.15	<ul style="list-style-type: none"> <li>Disintegration</li> <li>Geopolitical Alternatives</li> </ul>	Meinig, V2, pp. 475-502 (Available on Blackboard)
M 2.16.15	<ul style="list-style-type: none"> <li>Conquest and Emancipation</li> <li>Empire, Nation, Federation: Geopolitical Contentions</li> </ul>	Meinig, V2, pp. 502-528 (Available on Blackboard)
W 2.18.15	***Take-Home Essay 2 Due***	
F 2.20.15	<ul style="list-style-type: none"> <li>A Re-United States</li> </ul>	Meinig, V3, pp. 187-226
M 2.23.15	<ul style="list-style-type: none"> <li>New Economic Regions</li> </ul>	Meinig, V3, pp. 227-245
W 2.25.15	<ul style="list-style-type: none"> <li>Forging the Iron Bond</li> </ul>	Meinig, V3, pp. 3-28
F 2.27.15	<ul style="list-style-type: none"> <li>Railroads: The Contest for Territory</li> </ul>	Meinig, V3, pp. 245-265
M 3.2.15	<ul style="list-style-type: none"> <li>Populations and Peoples, 1850-1915</li> </ul>	Meinig, V3, pp. 265-293
W 3.4.15	<ul style="list-style-type: none"> <li>Systems and Symbols</li> </ul>	Meinig, V3, pp. 293-323
F 3.6.15	***Take-Home Essay 3 Due***	
<b>SPRING BREAK</b>		
M 3.16.15	<ul style="list-style-type: none"> <li>Canada and Continentalism</li> </ul>	Meinig, V3, pp. 327-347
W 3.18.15	<ul style="list-style-type: none"> <li>Mexico and an American Mediterranean</li> </ul>	Meinig, V3, pp. 347-364
F 3.20.15	<ul style="list-style-type: none"> <li>Hawaii and an American Pacific</li> </ul>	Meinig, V3, pp. 364-380
M 3.23.15	<ul style="list-style-type: none"> <li>Panama and Transcontinental Completion</li> </ul>	Meinig, V3, pp. 380-394
W 3.25.15	***Take-Home Essay 4 Due***	
F 3.27.15	<ul style="list-style-type: none"> <li>Mobilization: The Automotive Revolution</li> </ul>	Meinig, V4, pp. 3-34
M 3.30.15	<ul style="list-style-type: none"> <li>Mobilization: Neotechnic Evolution</li> </ul>	Meinig, V4, pp. 34-61
W 4.1.15	<ul style="list-style-type: none"> <li>Acceleration: On the Surface</li> </ul>	Meinig, V4, pp. 61-87

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<b>F 4.3.15</b>	• Acceleration: In the Air	Meinig, V4, pp. 87-97
<b>M 4.6.15</b>	• Acceleration: Invisible and Instantaneous	Meinig, V4, pp. 97-109
<b>W 4.8.15</b>	<b>***Take-Home Essay 5 Due***</b>	
<b>F 4.10.15</b>	• Populations and Policies, 1915-1950s	Meinig, V4, pp. 113-134
<b>M 4.13.15</b>	• Regionalism, 1920s-1950	Meinig, V4, pp. 134-148
<b>W 4.15.15</b>	• A Reconnaissance of Regions	Meinig, V4, pp. 148-174
<b>F 4.17.15</b>	• Midcentury Morphology	Meinig, V4, pp. 174-193
<b>M 4.20.15</b>	• Altering the Federation and Internal Empire	Meinig, V4, pp. 193-224
<b>W 4.22.15</b>	• Populations & Policies, 1950s-1990s	Meinig, V4, pp. 225-246
<b>F 4.24.15</b>	• Reconfigurations	Meinig, V4, pp. 247-277
<b>M 4.27.15</b>	• Reshaping the Nation	Meinig, V4, pp. 277-295
<b>W 4.29.15</b>	<b>***Take-Home Essay 6 Due***</b>	
<b>F 5.1.15</b>	• Assertions and Impositions	Meinig, V4, pp. 299-336
<b>M 5.4.15</b>	• Redividing the World	Meinig, V4, pp. 336-348
<b>W 5.6.15</b>	• Cold War	Meinig, V4, pp. 348-371
<b>F 5.8.15</b>	• America and the World	Meinig, V4, pp. 371-396
<b>M 5.11.15</b>	<b>***Final Exam*** 11:00-1:30</b> - <i>Optional for students with perfect attendance</i>	

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The A Student	The B Student	The C Student	The D Student	The F Student
<ul style="list-style-type: none"><li>• Attends 100% of class meetings</li><li>• Always arrives on-time and stays until the end of class</li><li>• Consistently demonstrates outstanding preparation for discussion of assigned readings</li><li>• Makes insightful contributions to discussions</li><li>• Comprehends the main ideas of the course readings and articulates ideas clearly in class</li><li>• Looks up unfamiliar terms, concepts, events, people, etc. from the readings and shares them meaningfully in class</li><li>• Consistently makes insightful connections between the course content and other courses, prior learning, outside texts, historical events, historical/literary figures, etc.</li><li>• Consistently seeks out additional media sources that are highly relevant to course content (video clips, maps, blogs, news stories, social media, art, graphs, websites, etc.) and shares them meaningfully with the class</li><li>• Is exceptionally respectful of classmates and the instructor in all interactions</li></ul>	<ul style="list-style-type: none"><li>• Attends more than 90% of class meetings</li><li>• Rarely arrives late or leaves early</li><li>• Consistently demonstrates good preparation for discussion of assigned readings</li><li>• Makes on-topic contributions to discussions</li><li>• Usually comprehends the main ideas of the course readings and can explain ideas during discussions</li><li>• Looks up unfamiliar terms, etc. from the readings and shares these unprompted during class discussion</li><li>• Usually connects the readings to other courses, prior learning, etc. and offers these connections unprompted during class discussion</li><li>• Occasionally seeks out additional media sources that are relevant to course content and shares them with the class</li><li>• Is not disrespectful of classmates and the instructor</li></ul>	<ul style="list-style-type: none"><li>• Attends 70-89% of class meetings</li><li>• Is typically late for class and/or leaves early</li><li>• Frequently seems unprepared to discuss assigned readings and/or preparation is erratic</li><li>• Makes frequent off-topic and/or vague contributions to discussions</li><li>• Only occasionally comprehends the main ideas of the readings and/or can explain ideas during discussion only occasionally</li><li>• Complains about the readings rather than attempting to comprehend the meaning of the author's writing or wrestle with the author's ideas</li><li>• Has to be prompted to share ideas, interpretations, connections, etc. with the class</li><li>• Rarely seeks out relevant media sources and/or shared sources are frequently of questionable relevance</li><li>• Occasionally displays a lack of respect for classmates and/or the instructor</li></ul>	<ul style="list-style-type: none"><li>• Attends 60-69% of class meetings</li><li>• Is consistently late and/or leaves early</li><li>• Rarely speaks during class</li><li>• Rarely demonstrates preparation for class discussions</li><li>• Does not seek out additional relevant media sources and/or shared sources are irrelevant to the course readings and content</li><li>• Occasionally disrupts the class</li><li>• Plays on mobile device or laptop instead of engaging in the class</li><li>• Is frequently disrespectful to classmates and/or the instructor</li></ul>	<ul style="list-style-type: none"><li>• Attends fewer than 60% of class meetings</li><li>• Never arrives on time and/or always leaves early</li><li>• Does not contribute to discussions</li><li>• Is not prepared for discussion of assigned readings</li><li>• Does not demonstrate that he/she made consistent effort to engage in the class</li><li>• Regularly disrupts the class</li><li>• Distracts classmates with mobile device or laptop</li><li>• Is consistently disrespectful to classmates and/or the instructor</li></ul>