

GEOG/HIST 3304: Historical Geography of the United States to 1850

Fall 2015 ~ Section 001 ~ MWF 9:00-9:50

Dr. Andrew Milson, Professor, Department of History

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UTA Geography on Twitter: @UTA_Geography

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 from the colonial era to 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 COURSE MATERIALS

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

- Volume 1: Atlantic America 1492-1800 - ISBN: 978-0300038828
- Volume 2: Continental America, 1800-1867 - ISBN: 978-0300062908

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

- Five Essay Exams
- Unannounced Reading Quizzes
- Comprehensive Final Exam
- Weekly Attendance and Participation Grade

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

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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 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 on the final page 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: Essay Exams (5 @ 10% each = 50% of grade), Unannounced Reading Quizzes (10%), 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:

- Quizzes are unannounced and cannot be made up.
- In-class essay exams may be made up on the "make up day" at the end of the semester with a legitimate reason for missing the exam

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 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.

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: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

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 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

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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, or view the information at 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. ~A/JM

Date	Topic	Pages to read from text <i>before class</i> V1 = Atlantic America V2 = Continental America
F 8.28.15	Themes and Concepts – Historical Geography of the U.S.	V1 - Preface – xv-xix
M 8.31.15	<u>Outreach: The Creation of an Atlantic World</u> <ul style="list-style-type: none">America as a ContinuationIberian InitiativesThe Creation of New SpainThe Luso-African Contribution	V1, 3-24
W 9.2.15	<ul style="list-style-type: none">Initiatives in the North and the Huguenot EnterpriseThe Emergence of the EnglishImplantations from Northwest Europe	V1, 24-43
F 9.4.15	<ul style="list-style-type: none">European Source RegionsSectors and Circuits of the Atlantic World	V1, 43-65
M 9.7.15	<i>Labor Day Holiday</i>	
W 9.9.15	<ul style="list-style-type: none">Geographic Models of Interaction	V1, 65-76
F 9.11.15	Essay Exam One	
M 9.14.15	<u>Implantations: The Creation of American Diversity</u> <ul style="list-style-type: none">Peoples and PlacesNorthern Coasts: BeginningsNew England	V1, 79-109
W 9.16.15	<ul style="list-style-type: none">Northern Entryways:<ul style="list-style-type: none">The St. LawrenceHudson BayThe Hudson RiverThe Delaware	V1, 109-131
F 9.18.15	<ul style="list-style-type: none">PennsylvaniaEmergence of Greater Virginia	V1, 131-160
M 9.21.15	<ul style="list-style-type: none">Tropical IslandsCarolina and the CarolinasFlorida	V1, 160-193
W 9.23.15	<ul style="list-style-type: none">LouisianaTexas and the Lower Rio GrandeEncounter and Change: Europeans and Indians	V1, 193-213
F 9.25.15	<ul style="list-style-type: none">Migration and Change: Europeans OverseasEnslavement and Change: Africans in America	V1, 213-231
M 9.28.15	<ul style="list-style-type: none">Defining AreasThe Europeanized Area: Populations and Regional Societies circa 1750	V1, 231-254
W 9.30.15	Essay Exam Two	
F 10.2.15	<u>Reorganizations: The Creation of an American Matrix</u> <ul style="list-style-type: none">A Geographical Transect of the Atlantic WorldThe Great War and its Alterations of EmpiresReorganization	V1, 257-288

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	<ul style="list-style-type: none">○ Northern America○ Tropical America○ Interior America	
M 10.5.15	<ul style="list-style-type: none">• Expansions, 1750-1775• Divergence• Disruption	V1, 288-323
W 10.7.15	<ul style="list-style-type: none">• Reorganization: British North America• Destabilization: Tropical America	V1, 323-338
F 10.9.15	<ul style="list-style-type: none">• Unification: Forming the United States• Emergence of a Federal Nation	V1, 338-370
M 10.12.15	<ul style="list-style-type: none">• Generalizations:<ul style="list-style-type: none">○ The Disintegration of Empires○ The Problems of Federations	V1, 370-395
W 10.14.15	<ul style="list-style-type: none">• Generalizations:<ul style="list-style-type: none">○ Nation-building○ Expansionism, American-style	V1, 395-421
F 10.16.15	<u>Context: The United States circa 1800</u> <ul style="list-style-type: none">○ The U.S. in North America○ The U.S. and Europe○ <i>E Pluribus Unum, in Uno Plures?</i>	V1, 421-454
M 10.19.15	Essay Exam Three	
W 10.21.15	<u>Extension: The Creation of a Continental Empire</u> <ul style="list-style-type: none">• Doubling the National Territory: Louisiana	V2, 3-23
F 10.23.15	<ul style="list-style-type: none">• Pressures on the Borders: Southward• Pressures on the Borders: Northward	V2, 23-58
M 10.26.15	<ul style="list-style-type: none">• The Reach Westward: To Circa 1830	V2, 58-78
W 10.28.15	<ul style="list-style-type: none">• Shoving the Indians Out of the Way	V2, 78-103
F 10.30.15	<ul style="list-style-type: none">• Assertion and Division: Oregon and the Northern Boundary	V2, 103-128
M 11.2.15	<ul style="list-style-type: none">• Annexation and Conquest: Texas and the Hispanic Borderlands	V2, 128-158
W 11.4.15	<ul style="list-style-type: none">• Spanning a Continent – and Ocean	V2, 158-170
F 11.6.15	<ul style="list-style-type: none">• Empire: The Geopolitical Management of Captive Peoples	V2, 170-196
M 11.9.15	<ul style="list-style-type: none">• Continentalism: Objectives, Modes, Visions	V2, 197-218
W 11.11.15	Essay Exam Four	
F 11.13.15	<u>Expansion: The Growth of a Continental Nation</u> <ul style="list-style-type: none">• Filling in the Framework: Migration Westward	V2, 221-236
M 11.16.15	<ul style="list-style-type: none">• Occupying New Ground: Colonization, American Style	V2, 236-264
W 11.18.15	<ul style="list-style-type: none">• Planting New Societies:<ul style="list-style-type: none">○ New England Extended○ Virginia Extended○ Midlands Extended	V2, 264-285
F 11.20.15	<ul style="list-style-type: none">• Planting New Societies:<ul style="list-style-type: none">○ The Cotton Belt and Carolina Extended○ The Afro-American Presence	V2, 285-311
M 11.23.15	<ul style="list-style-type: none">• Making New Pathways: Waterways, Roads, and Rails	V2, 311-334
W 11.25.15	<ul style="list-style-type: none">• Tying the Parts Together: National Programs	V2, 334-352

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F 11.27.15	<i>Thanksgiving Holiday</i>	
M 11.30.15	• Creating New Centers: Cities and Systems of Cities	V2, 352-374
W 12.2.15	• Harnessing New Forces: Industries and Industrial Regions	V2, 374-399
F 12.4.15	• Cementing the Parts Together: An American Nation	V2, 399-418
M 12.7.15	• Morphology: The Shape of the United States, 1850s	V2, 418-428
W. 12.9.15	Essay Exam Five	
F 12.11.15	Make-up Exams (no class unless you need to make up an exam)	
W 12.16.15	Final Exam 8:00-10:30am - <i>optional for students with perfect attendance</i>	

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Attendance and Participation Rubric

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