

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

Spring 2017 ~ Section 001 ~ MWF 11:00-11:50
Dr. Andrew Milson, Professor, Department of History

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As Geography without History seemeth a carkasse without motion; so History without Geography, wandreth as a Vagrant without a certaine habitation. ~ attributed to John Smith, 1627

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: See Blackboard for instructions for completing each of these assignments.

Your course grade will be determined by your performance on:

- Take-home Essays
- Discussion Outlines
- Weekly Attendance and Participation

ATTENDANCE: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when

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Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. **As the instructor of this section, I have established the following attendance policy: Attendance will be recorded with a sign-in sheet at the beginning of each class. Please see Blackboard for the rubric that I use to calculate your weekly attendance and participation grade. Attendance and participation is graded in this class. You will not be successful in this course if you don't attend class meetings.**

GRADING POLICY: Your final course grade will be calculated as follows: Five Take-Home Essays (50%), Five Discussion Outlines (25%), and Weekly Attendance & Participation (25%). See Blackboard for all assignment instructions and grading rubrics. 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: Assignments will not be accepted past the due date. See Blackboard for due dates and *plan ahead!*

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/>).

DISABILITY ACCOMMODATIONS: UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students

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Spring 2017 ~ Section 001 ~ MWF 11:00-11:50

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with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability. Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

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.

NON-DISCRIMINATION POLICY

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

TITLE IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

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CAMPUS CARRY

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry>

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 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 <http://www.uta.edu/universitycollege/resources/index.php>. The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593. The English Writing Center (411LIBR) offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>.

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

Spring 2017 ~ Section 001 ~ MWF 11:00-11:50

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Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services. The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

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.

Non-emergency number 817-272-3381

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

Spring 2017 ~ Section 001 ~ MWF 11:00-11:50
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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	Reading Assignment (To be completed before class)	Due (see Blackboard)
W 1.18.17	The Emergence of American Wests <ul style="list-style-type: none"> • Delineating the New West 	V3, pp 31-36	
F 1.20.17	<ul style="list-style-type: none"> • California • Southern California 	V3, pp 36-69	
M 1.23.17	<ul style="list-style-type: none"> • Oregon and the Pacific Northwest 	V3, pp 69-89	Group 1 – Outline 1
W 1.25.17	<ul style="list-style-type: none"> • Zion, Deseret, and Utah 	V3, pp 89-113	Group 2 – Outline 1
F 1.27.17	<ul style="list-style-type: none"> • New Mexico: Hispano, Indian, Anglo • The Colorado Complex 	V3, pp. 113-145	Group 3 – Outline 1
M 1.30.17	<ul style="list-style-type: none"> • The Rest of the West 	V3, pp. 145-167	Group 4 – Outline 1
W 2.1.17	<ul style="list-style-type: none"> • Indians and Empire • American Wests – American Domain 	V3, pp. 167-183	Group 5 – Outline 1
F 2.3.17	*** Essay Due – The Emergence of American Wests***		
M 2.6.17	Tension: The Sundering of a Federation <ul style="list-style-type: none"> • Expanding the Federation • The Idea of Separation 	Available on Blackboard	Group 6 – Outline 1
W 2.8.17	<ul style="list-style-type: none"> • Disintegration • Geopolitical Alternatives 	Available on Blackboard	Group 7 – Outline 1
F 2.10.17	<ul style="list-style-type: none"> • Conquest and Emancipation • Empire, Nation, Federation 	Available on Blackboard	Group 1 – Outline 2
M 2.13.17	*** Essay Due – The Sundering of a Federation***		
W 2.15.17	Consolidation: Structuring an American Nation <ul style="list-style-type: none"> • A Re-United States 	V3, pp. 187-226	Group 2 – Outline 2
F 2.17.17	<ul style="list-style-type: none"> • New Economic Regions 	V3, pp. 227-245	Group 3 – Outline 2
M 2.20.17	<ul style="list-style-type: none"> • Forging the Iron Bond 	V3, pp. 3-28	Group 4 – Outline 2
W 2.22.17	<ul style="list-style-type: none"> • Railroads: The Contest for Territory 	V3, pp 245-265	Group 5 – Outline 2
F 2.24.17	<ul style="list-style-type: none"> • Populations and Peoples 	V3, pp. 265-293	Group 6 – Outline 2
M 2.27.17	<ul style="list-style-type: none"> • Systems and Symbols 	V3, pp. 293-323	Group 7 – Outline 2
W 3.1.17	*** Essay Due – Structuring an American Nation***		
F 3.3.17	Spheres: American Influence and Outreach <ul style="list-style-type: none"> • Canada and Continentalism 	V3, pp. 327-347	Group 1 – Outline 3
M 3.6.17	<ul style="list-style-type: none"> • Mexico and an American Mediterranean 	V3, pp. 347-364	Group 2 – Outline 3
W. 3.8.17	<ul style="list-style-type: none"> • Hawaii and an American Pacific 	V3, pp. 364-380	Group 3 – Outline 3
F 3.10.17	<ul style="list-style-type: none"> • Panama and Transcontinental Completion 	V3, pp. 380-394	Group 4 – Outline 3
SPRING BREAK			
M 3.20.17	***Essay Due – American Influence & Outreach***		
W 3.22.17	Technology: Mobilization and Acceleration <ul style="list-style-type: none"> • Mobilization: The Automotive Revolution 	V4, pp. 3-34	Group 5 – Outline 3
F 3.24.17	<ul style="list-style-type: none"> • Mobilization: Neotechnic Evolution 	V4, pp. 34-61	Group 6 – Outline 3
M 3.27.17	<ul style="list-style-type: none"> • Acceleration: On the Surface 	V4, pp. 61-87	Group 7 – Outline 3
W 3.29.17	<ul style="list-style-type: none"> • Acceleration: In the Air 	V4, pp. 87-97	Group 1 – Outline 4
F 3.31.17	<ul style="list-style-type: none"> • Acceleration: Invisible and Instantaneous 	V4, 97-109	Group 2 – Outline 4
M 4.3.17	***Essay Due – Mobilization and Acceleration***		

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W 4.5.17	Morphology: Migrations and Formations <ul style="list-style-type: none">• Populations and Policies, 1915-1950s	V4, pp. 113-134	Group 3 – Outline 4
F 4.7.17	<ul style="list-style-type: none">• Regionalism, 1920s-1950	V4, 134-148	Group 4 – Outline 4
M 4.10.17	<ul style="list-style-type: none">• A Reconnaissance of Regions	V4, pp. 148-174	Group 5 – Outline 4
W 4.12.17	<ul style="list-style-type: none">• Midcentury Morphology	V4, pp. 174-193	Group 6 – Outline 4
F 4.14.17	<ul style="list-style-type: none">• Altering the Federation and Internal Empire	V4, pp. 193-224	Group 7 – Outline 4
M 4.17.17	<ul style="list-style-type: none">• Populations and Policies, 1950s-1990s	V4, pp. 225-246	Group 1 – Outline 5
W 4.19.17	<ul style="list-style-type: none">• Reconfigurations	V4, pp. 247-277	Group 2 – Outline 5
F 4.21.17	<ul style="list-style-type: none">• Reshaping the Nation	V4, pp. 277-295	Group 3 – Outline 5
M 4.24.17	***Essay Due – Migrations and Formations***		
W 4.26.17	Mission: Assertions and Impositions <ul style="list-style-type: none">• America and Europe• Impositions: War and Interwar, Europe & Asia	V4, pp. 299-319	Group 4 – Outline 5
F 4.28.17	<ul style="list-style-type: none">• Impositions: Western Hemisphere	V4, pp. 319-336	Group 5 – Outline 5
M 5.1.17	<ul style="list-style-type: none">• Re-dividing the World	V4, pp. 336-348	Group 6 – Outline 5
W 5.3.17	<ul style="list-style-type: none">• Impositions and Oppositions	V4, pp. 348-371	Group 7 – Outline 5
F 5.5.17	<ul style="list-style-type: none">• America and the World	V4, pp. 371-396	
W 5.10.17	***Essay Due – Assertions and Impositions***		