

GEOG/HIST 4301: HISTORICAL GEOGRAPHY AND CARTOGRAPHY

SUMMER 2017 ~ Section 001 ~ M-R 1:00-3:00

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:

In this course, we will examine the intersection of the disciplines of geography, cartography, and history. The field of historical geography and cartography involves a wide variety of topics such as the development of cultural landscapes over time, the spatial organization of human activities over time, and the interaction of humans with their environment over time. One historical geographer, D. W. Meinig, defines the field as the “geography of the past”. Readings for this course will focus on the historical geography of the United States, but students may select readings on non-U.S. historical geography for the literature review assignment. We will examine key themes and topics such as landscape, settlement, migration, labor, empire, human-environment interaction, race, gender, and urbanization – among many others.

Offered as GEOG 4301 and HIST 4301; credit will be granted only once.

REQUIRED MATERIALS:

1. *North American Odyssey: Historical Geographies for the Twenty-First Century*
Edited by Craig E. Colten & Geoffrey L. Buckley
ISBN: 978-1-4422-1585-6

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 a topic of interest.
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 historical geography and cartography.

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

- Literature Review Essay (30%)
- Five Discussion Outlines (50%)
- Attendance and Participation (20%)

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Literature Review Essay

- The purpose of the literature review essay assignment is to provide you an opportunity to demonstrate your ability to read, interpret, evaluate, and synthesize scholarship in the field of historical geography. To that end, you will read scholarly journal articles on a historical geography topic of your choice and then write an essay that synthesizes your understanding of these articles. The class text by Colten and Buckley will introduce a wide variety of topics from which you may choose. *Your topics and list of journal articles must be approved in advance.*
 - A. First, you should select a topic related to historical geography that is of interest to you. There are a few strategies you might employ for identifying a topic. For instance, take note of which topics catch your attention and stir a desire to read more as you read the course text. Also, use the reference lists of the assigned readings to identify articles and topics that sound interesting to you. Additionally, you might reflect on topics from other courses that are of interest and explore how the topic is studied from the perspective of historical geography. Once you've identified a few articles related to a topic, search the library databases to identify additional articles on the topic. A few of the journals with excellent scholarship in the field include (but are not limited to) the *Journal of Historical Geography*, the *Annals of the Association of American Geographers*, the *Transactions of the Institute of British Geographers*, and the *Geographical Review*.
 - B. You must read and evaluate a minimum of eight scholarly journal articles on the topic you select.
 - C. As you read each article, consider the following questions: What is the author's primary thesis? What supporting evidence/sources does the author bring to bear to support this thesis? What prior theses does the author seek to refute, modify, or extend? What connections can you make between this article and other readings you have done for this class or other classes? In what ways does this reading extend your understanding of the topic? In what ways does it challenge previously held understandings?
 - D. Using your notes on the questions above, write a focused essay that is structured and sequenced according the following sections:
 - i. Introduce the topic
 - ii. Discuss and compare/contrast the theses that are advanced and the sources that are employed by the authors of the articles
 - iii. Evaluate the scholarship presented in these articles. What are the strengths and weaknesses of the theses and supporting evidence presented by these authors?
 - iv. Conclude with a synthesis of your understanding of this topic
 - E. Essays must adhere to the following guidelines:
 - i. The body of the essay must be 2000-2500 words in length.
 - ii. Include a title page with your name, a title, the course, the date, and a word count.
 - iii. Use the Chicago Manual of Style for citation and style guidance
 - 1. Use footnotes to cite sources directly relevant to the text of the essay
 - 2. Use a bibliography to cite all sources as well as any additional references that were consulted in preparation of the essay

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- iv. Edit your writing carefully. The UTA Writing Center is an excellent resource if you need additional assistance with constructing and editing your essay - <http://www.uta.edu/owl/>
 - v. You may use first person
 - vi. Double space with 1" margins
- F. Class time will be devoted to discussion of the readings you selected.
- G. Submit your completed essay to Blackboard no later than 11:59pm on August 14th.

Discussion Outline Instructions

- The discussion outline will cover the reading for the class session assigned to your group. Groups will be assigned on the first day of class. Although you are assigned to a group for the purpose of identifying your assigned reading, you will complete the assignment individually and do not need to coordinate with the others in your group in advance of class.
- Your outline must be posted to Blackboard *before class time* (12:59pm) on the date your group is scheduled.
- *Outlines will not be accepted late.*
- Be sure to edit your writing carefully.
- Use sub-headings to identify each of the 5 components of the outline.
- Bring a copy of your outline to class (either hard copy or electronic).

The components of the outline are:

- 5 People/Places/Events/Terms (PPET): Select five important people, places, events, or terms from the readings. List the PPET, the page number on which it appears, and provide a sentence or two description of the item.
- 4 Passages: As you read, you should underline or highlight key passages that you think are significant. These should be a few phrases where the author hammers home a particularly important point. Select four of the passages that you think are most significant. Copy the passages into the outline along with the page numbers.
- 3 Ideas & Interpretations: What do you think the author wants you to remember after having read this section? Think of three key arguments, interpretations, or main ideas that the author is attempting to get across. Write a sentence or two for each idea/interpretation. These ideas should *synthesize* the reading *in your own words*. They should *not* consist of *direct quotes* from the reading.
- 2 Connections: In a paragraph each (2 paragraphs total), make two connections between this reading and something else you've read or learned. A good connection will respond to one or more of the following questions: How does this reading relate to any of the other assigned readings for this class? Did this reading remind you of something else you've read in another class? Did the author's ideas and interpretations extend your understanding of something you've already learned? Did the author's ideas challenge a previously learned conception that you had?
- 1 More Info Please: What would you like to know more about after having read this section? Write a sentence stating what you would like to learn AND find at least one source for that information (a book, journal article, website, documentary, etc) that you might explore in the future.

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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 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. You will not be successful in this course if you don't attend class meetings and participate in discussions.**

GRADING POLICY: Your final course grade will be calculated as follows: Literature Review Essay (30%), Five Discussion Outlines (50%), and Attendance & Participation (20%). 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 **12-15** hours per week of their own time in course-related activities, including reading required materials and completing assignments.

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/>).

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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 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/>.

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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>.

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

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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>. 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

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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	READING ASSIGNMENT FROM COLTEN AND BUCKLEY	DUE
7.11.17	Introduction to Historical Geography, pp 1-5	
7.12.17	1) The New Narrative on Native Landscape Transformations, pp. 9-26	
7.13.17	2) North America's Colonial European Roots, 1492-1867, pp. 27-48	
7.17.17	3) African Arrivals and Transformations, pp. 49-66 4) Reordering the Geography of Indian Country, pp. 69-88	Discussion Outline 1 Due Group 1 – African Arrivals Group 2 – Indian Country
7.18.17	5) Labor & New Community Formation in the 20 th Century, pp.89-102 6) The Great Migration, pp. 103-114	Discussion Outline 1 Due Group 3 – Labor Group 4 – Great Migration
7.19.17	7) Making Connections via Roads, Rivers, Canals, & Rails, pp. 117-138 8) Extracting Wealth from the Earth and Forest, pp. 139-155	Discussion Outline 2 Due Group 1 – Roads, Rivers, Canals, Rails Group 2 – Extracting Wealth
7.20.17	9) Redirecting Water: Transforming Waterways, pp. 157-175 10) Preserving Lands for Future Generations, pp. 177-193	Discussion Outline 2 Due Group 3 – Redirecting Water Group 4 – Preserving Lands
7.24.17	11) Animals and the American Landscape, pp. 195-206 12) "Dividing the Land", pp. 209-226	Discussion Outline 3 Due Group 1 – Animals Group 2 – Dividing the Land
7.25.17	13) Science & Sentiment: Photography in 19 th century North America, pp. 227-249 14) Making Mythic Landscapes, pp. 251-271	Discussion Outline 3 Due Group 3 – Science and Sentiment Group 4 – Mythic Landscapes
7.26.17	15) The Historical Geography of Racialized Landscapes, pp. 273-290 16) Toward a Gendered Historical Geography of North America, pp. 291-308	Discussion Outline 4 Due Group 1 – Racialized Landscapes Group 2 – Gendered Historical Geog.
7.27.17	17) Shaping Tourism, pp. 309-334 18) Creating Regional Landscapes and Identities, pp. 335-357	Discussion Outline 4 Due Group 3 – Tourism Group 4 – Regional Landscapes
7.31.17	19) Making Urban Wealth: The Primacy of Mercantilism, pp. 361-376 20) Planning Spatial Order for American Cities, pp. 377-394	Discussion Outline 5 Due Group 1 – Urban Wealth Group 2 – Planning Spatial Order
8.1.17	21) Planning and Urbanization since 1950, pp. 395-411 22) Justice and Equity in the City, pp. 413-428	Discussion Outline 5 Due Group 3 – Planning and Urbanization Group 4 – Justice and Equity

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8.2.17	- Meet with Dr. Milson to discuss Literature Review - A schedule for meetings will be developed in class	Identify topic and list of articles
8.3.17	- Meet with Dr. Milson to discuss Literature Review - A schedule for meetings will be developed in class	Identify topic and list of articles
8.7.17	Individual Literature Review Article 1-2	Read two of your articles for the Literature Review essay and come to class prepared to discuss
8.8.17	Individual Literature Review Article 3-4	Read two of your articles for the Literature Review essay and come to class prepared to discuss
8.9.17	Individual Literature Review Article 5-6	Read two of your articles for the Literature Review essay and come to class prepared to discuss
8.10.17	Individual Literature Review Article 7-8	Read two of your articles for the Literature Review essay and come to class prepared to discuss
8.14.17	Final Exam: Literature Review Essay Presentations	Literature Review Essay Due to Blackboard by 11:59pm