



HIST 5364.001

HISTORICAL GEOGRAPHIES OF TRAVEL, EXPLORATION, AND TOURISM

Spring 2018 ~ Wednesdays 7:00-9:50pm ~



Instructor: Andrew Milson

Office Number: University Hall 323

Email Address: milson@uta.edu

Faculty Profile: <https://mentis.uta.edu/explore/profile/andrew-milson>

Office Hours: by appointment

Description of Course Content: In this course, students will learn to apply concepts from historical and cultural geography to the analysis and interpretation of travel narratives. Both geography and history are relevant to the understanding of travel, exploration, and tourism. To travel, explore, or tour is to move through space and place over time. Since antiquity, humans have recorded and recounted their travels, often in writing. Travel narratives have been constructed for a variety of purposes, have spanned a variety of literary forms, and have engaged a variety of audiences. What travel narratives in their diverse forms share is that they convey geographical and historical information through accounts of distant peoples, places, and times filtered through the eyes and mind of the traveler. As the traveler moves through space, s/he is engaged in an encounter between self and other. Tales of these encounters, particularly when they involved peoples and places considered exotic or dangerous to the traveler's eye and the reader's mind, enjoyed robust popularity among European readers in the late eighteenth and early nineteenth centuries. This popularity resulted in a publishing industry that sought to bring these tales into print for consumption by an eager, and increasingly literate, audience. These published accounts are rich sources for historical geographers attempting to comprehend the ways in which travelers represented the geographies of the past for their readers. Numerous concepts from historical geography are particularly relevant as analytical and theoretical tools for making sense of travel writings. The readings for the course were selected to orient students to these concepts and theoretical perspectives with the expectation that they are valuable across a variety of scholarly endeavors.

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

1. Identify and explain key concepts and theories in historical and cultural geography (and other social science disciplines) that have relevance for historical scholarship.
2. Apply concepts and theories from historical geography (and related fields) to the interpretation of travel narratives.
3. Evaluate the relevance of specific historical and geographic concepts for interpreting travel literature.
4. Locate and evaluate relevant scholarly and popular sources that will provide context (biographical, geographical, historical, economic, social, etc.) for travel literature.
5. Create maps of the routes of travelers and compare modern landscapes with those described in the travel narratives.

Required Books:

1. *Key Concepts in Historical Geography*, edited by John Morrissey, David Nally, Ulf Strohmayr, & Yvonne Whelan. ISBN: 978-1412930444
2. *The Forgotten Expedition, 1804-1805: The Louisiana Purchase Journals of Dunbar and Hunter*, by William Dunbar and George Hunter, edited by Trey Berry, Pam Beasley, & Jeanne Clements. ISBN: 978-0807159071
3. *Rude Pursuits and Rugged Peaks: Schoolcraft's Ozark Journal, 1818-1819*, by Henry Rowe Schoolcraft, edited by Milton D. Rafferty. ISBN: 978-1557284662
4. *A Journal of Travels into the Arkansas Territory During the Year 1819*, by Thomas Nuttall, edited by Savoie Lottinville. ISBN: 978-080614277
5. *Excursion through the Slave States from Washington on the Potomac to the Frontier of Mexico*, by George William Featherstonhaugh. Available online at <https://archive.org/details/excursionthrough00feat>
6. Additionally, you will select and read five travel narratives

Descriptions of major assignments:

1. **Travel Narrative Reading, Discussion, and Presentations:** The class will divide into small groups (no fewer than 3 and no more than 5 per group) based on common interests and will select five travel narratives to read and discuss. Groups may be formed around a common interest in a period, place, and/or nationality. Examples of group topics could include "Women Travelers," "Travelers in Texas," "Explorers of the American West," "Colonial French Expeditions in Canada, the Great Lakes, and the Mississippi," "European Travel in Africa," "American Travelers in Europe," "Travelers to Latin America, Mexico, and/or the Caribbean" and many other possibilities. Your group must select five different travelers who wrote (and probably published) book-length travel narratives and who held some characteristic in common (location of travel, period of travel, nationality, etc.). The group membership and selection of travel narratives must be approved no later than the date indicated on the calendar below. *Each group member will be responsible for reading all five narratives and coming to class prepared for discussion.* Additionally, each group member will be responsible for presenting a biographical overview of one traveler and a story map of one travel narrative.
 - a. **Traveler Biography Presentation:** The group will divide up the five travelers they have selected so that each student is assigned a different traveler. A schedule will

be constructed in class and each student will be responsible for presenting a biographical overview of his/her assigned traveler on the assigned class session. The biographical presentation should include key dates and events in the life of the traveler, the locations to which the traveler traveled (perhaps over multiple journeys), as well as any family and/or career context that seems relevant. The presentation must include visuals (PowerPoint or Prezi) and will be limited to 10 minutes.

- b. **Story Map Presentation:** Each group member will be assigned to create a “Story Map” on one of the travel narratives. For more on Story Mapping see <https://storymaps.arcgis.com/en/>

- 2. **Traveler Paper and Presentation:** You will write a scholarly paper of 3500-4000 words (not including notes) in which you will analyze one of the travel narratives you’ve read in small groups. Your paper must apply one or more of the concepts of historical geography to your analysis of the traveler and his/her narrative and must make use of primary and secondary sources that are relevant to the analysis. Each group member should determine which travel narrative will be the focus of his/her paper so that no one is writing a paper on the same narrative. Each class member will deliver a fifteen-minute paper presentation at the end of the semester.
- 3. **Participation in Seminar Discussions:** A seminar is most effective and educational when all members of the class attend class meetings and come to class prepared to discuss the reading assignments. I will monitor your participation in discussions and note the degree to which you appear prepared to discuss the assigned readings. One letter grade will be deducted for each absence beyond two. Arriving more than 30 minutes late or leaving more than 30 minutes early will be considered an absence. Please make me aware of any mitigating factors that I should take into consideration when calculating your grade.

Grading: Your final course grade will be determined as follows: Traveler Paper (30%), Story Map and Biographical Presentation (15% each), Participation and Preparation (40%). The grading scale is: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, and F = below 60%.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Andrew Milson

January 17, 2018

- Read *Key Concepts in Historical Geography*, pp. 1-157 before class
 - Discussion will center on concepts of Colonial and Postcolonial Geographies, Nation-Building and Geopolitics, Historical Hierarchies (Race, Class, and Gender), and the Built Environment. Be prepared to discuss main ideas, key terms, selected passages of importance, and connections that you've made to other topics you've studied.
 - Groups will be formed for travel narrative selection around common interests in periods, places, nationalities, etc. Think about which group of travelers you'd like to study.
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January 24, 2018

- Read *Key Concepts in Historical Geography*, pp. 159-300 before class
 - Discussion will center on concepts of Place, Landscape, Iconography, Heritage, Modernity and Modernization, Globalization, Governmentality, and the production of Historical Geographical Knowledge. Be prepared to discuss main ideas, key terms, selected passages of importance, and connections that you've made to other topics you've studied.
 - Travel groups will meet to prepare final list of narratives to be read, schedule for Biographical and Story Map presentations, and the selected narrative for individual papers.
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January 31, 2018

- Read *The Forgotten Expedition, 1804-1805* before class
 - Discussion will center on the application of historical geography concepts to the interpretation of the Dunbar and Hunter journals.
 - Travel groups will submit a hard copy, typed document that includes the following information:
 1. Names of group members
 2. Topic of Focus
 3. List of five travel narratives to be read with a brief abstract for each that explains the who, where, and when of the travel narrative. If the narrative is available online, provide a link.
 4. A schedule of dates for small group discussion of each traveler
 5. Assignment of each group member to one travel narrative for the individual traveler paper and presentation.
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February 7, 2018

- Read *Rude Pursuits and Rugged Peaks* before class
- Discussion will center on the application of historical geography concepts to the interpretation of Schoolcraft's journal and comparisons and contrasts with the journals of Dunbar and Hunter.

February 14, 2018

- Read *A Journal of Travels into the Arkansas Territory* before class
- Discussion will center on the application of historical geography concepts to the interpretation of Nuttall's journal and comparisons and contrasts with the other travelers read thus far.

February 21, 2018

- Read *Excursion through the Slave States* before class
- Discussion will center on the application of historical geography concepts to the interpretation of Featherstonhaugh's journal and comparisons and contrasts with the other travelers read thus far.

February 28, 2018

- Read first travel narrative scheduled by small group
- Biography Presentations
 1. TBD
 2. TBD
 3. TBD
 4. TBD
- Story Map Presentations
 1. TBD
 2. TBD
 3. TBD

March 7, 2018

- Read second travel narrative scheduled by small group
- Biography Presentations
 1. TBD
 2. TBD
 3. TBD
 4. TBD
- Story Map Presentations
 1. TBD
 2. TBD
 3. TBD

March 14, 2018

- Spring Break – No class meeting

March 21, 2018

- Read third travel narrative scheduled by small group
- Biography Presentations
 1. TBD
 2. TBD
 3. TBD

- 4. TBD
- Story Map Presentations
 - 1. TBD
 - 2. TBD
 - 3. TBD
 - 4. TBD

March 28, 2018

- Read fourth travel narrative scheduled by small group
- Biography Presentations
 - 1. TBD
 - 2. TBD
 - 3. TBD
- Story Map Presentations
 - 1. TBD
 - 2. TBD
 - 3. TBD
 - 4. TBD

April 4, 2018

- Read fifth travel narrative scheduled by small group
- Biography Presentations
 - 1. TBD
 - 2. TBD
 - 3. TBD
- Story Map Presentations
 - 1. TBD
 - 2. TBD
 - 3. TBD
 - 4. TBD

April 11, 2018

- Individual meetings will be scheduled with Dr. Milson to discuss traveler paper

April 18, 2018

- Peer-review of Traveler papers
 - Bring a hard copy draft of your traveler paper to class for peer-review

April 25, 2018

- Paper presentations (schedule TBD)
- Hard-copy of Traveler Paper is DUE

May 2, 2018

- Paper presentations (schedule TBD)

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. As the instructor of this section, I will take attendance each week and will monitor your participation in seminar discussions. 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.

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. For more information, contact the Office of Financial Aid and Scholarships (<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 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.

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 Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

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 in their courses by 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>.

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 face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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.

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>
