

Fall 2020 Course Syllabus

AMERICAN HISTORICAL GEOGRAPHIES (GEOG 254)

T/Th 3:00-4:15pm

Remote lectures on zoom:

<https://unc.zoom.us/j/95781608600>

course homepage: via <https://sakai.unc.edu>

Professor Scott Kirsch

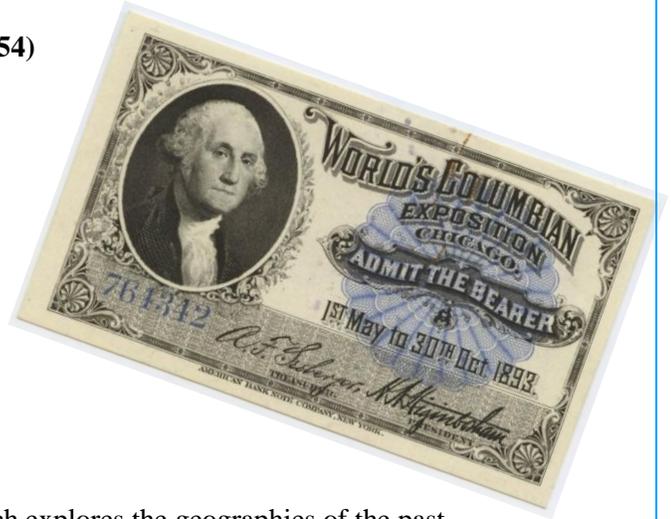
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homepage: <http://kirschgeographies.web.unc.edu/>

office hours (via <https://unc.zoom.us/my/kirsch.geography>):

Wed 3:00-4:30; Fri 11:00-12:30; and by appt.



Course Overview

Historical geography is a sub-field of human geography which explores the geographies of the past and seeks to understand how the past continues to shape or influence our contemporary and future worlds. Through lenses of space, place, region, landscape, visual methodologies, and cinematic geographies, GEOG 254 engages with key moments in the historical geography of the United States, emphasizing significant geographic changes in political, economic, cultural, and environmental conditions through time. For Fall 2020, course topics include:

- Colonial encounters
- Geographies of Southern Reconstruction
- The West as movement
- New Deal landscapes
- Pacific America
- Atomic Age geographies
- Geo-humanities approaches

As William Faulkner wrote, “The past is never dead. It’s not even past.” Although we will accordingly not be bound by specific dates or periods, our study of *American Historical Geographies* will focus most on the century from 1863-1963, tracing past geographies and exploring their implications for the present and future. Students will also be exposed to historical geographical research methods, archival practices, and development of original new media content through *geo-humanities* projects, including ArcGIS story-mapping, to be carried out remotely in collaboration with Wilson Library Special Collections, Davis Library Research Hub, and the Ackland Museum.

Format

Geog 254 American Historical Geographies brings together lecture, seminar, and research workshop formats, promoting inquiry- and project-based learning and skills development in critical thinking, writing, and communication, as well as elementary digital mapping and design. The course will include digital research and methods workshops, online film screenings, and engagements with digital media and public geo-humanities projects. It will likely include an outdoor class focusing on historical geographies of the UNC campus landscape, either instructor-guided or self-guided (with accommodations possible for remote-only students). There will also be more traditional (albeit virtual) lectures, readings, and student seminar presentations; plan to read ~ 40-60 pages per week and set aside time accordingly.

This remote learning course designed as *synchronous*, with students able to participate in “live” lectures and discussion, but it will be “*asynchronous-compatible*.” All lectures will be recorded in zoom and posted to *sakai*, and can be viewed asynchronously if need be, whether due to student scheduling challenges, illness, or even occasional “zoom fatigue,” but all students will be expected to keep up with

“classwork” assignments announced in lecture. Students participating asynchronously may also submit follow up questions by email to be addressed in the next class session.

Requirements and Grades:

Seminar assignments	20
Geo-hum asst. #1	10
Mid-term exam (“take home”)	15
Final exam/project presentation	20
ArcGIS Story-mapping projects	25
Classwork: Participation/response*	<u>10</u>
	100

* Classwork includes semi-regular response exercises (every week or two), assigned in lectures to promote active learning approaches. These will mainly take the form of responses to be submitted via *sakai* assessment tools, to be discussed in the following lecture.

Required Text:

White, Richard. *The Organic Machine: The Remaking of the Columbia River*. New York: Hill and Wang. Available via student stores: <https://unc.bncollege.com/shop/unc/page/find-textbooks>

Additional texts:

(In schedule & listed below) will be posted to **sakai** as pdfs and links. Some additional digital materials (in connection with course lectures and activities) may also be posted and circulated via sakai announcements and lectures/powerpoint files.

Provisional Schedule:

Month	T/Th	Section/Topic	Required Readings
Aug	11/13	1. Introduction: ‘American Historical Geographies’ in the Present <ul style="list-style-type: none"> The past is a foreign country Key concepts & approaches 	<ul style="list-style-type: none"> “Burning Settler’s Cabin” <i>Key Concepts</i>, “Introduction” Cosgrove Leloudis and Moore
Aug	18/20	<ul style="list-style-type: none"> Colonial encounters #1: “Bounding the land” America as landscape A westward-moving house “Forging the iron bond” Geo-graphic histories 	<ul style="list-style-type: none"> Cronon White, ch. 1
Aug	25/27		<ul style="list-style-type: none"> Meinig (3-28) <i>Battle Lines</i>, selections
Sep	01/03	2. Geographies of War and Southern Reconstruction <ul style="list-style-type: none"> Linking spaces of war and reconstruction New Souths “Wilmington on Fire” 	<ul style="list-style-type: none"> Meinig (187-226) <i>Battle Lines</i>, Selections Goffe and Kelly
Sep	08/10		<ul style="list-style-type: none"> Woods (Ch. 3) Harrison Wilmington e-archives*

Sep	15/17	<ul style="list-style-type: none"> • Symbolic landscape & identity: UNC campus study • Archive/digital methods workshops • Sept 17*: geo-hum asst. due 	<ul style="list-style-type: none"> • <i>Key Concepts</i>, “Illustrative Geographies” • E-archives project
Sep	22/24	3. <i>The West as Movement</i> <ul style="list-style-type: none"> • Colonial Encounters #2 • Travelling the other way? • Continental spectacle: Chicago World’s Columbian Exhibition, 1893 • Mid-term exam assigned (“take-home” due Oct 8*) 	<ul style="list-style-type: none"> • Meinig (31-36); regions project (<i>tba</i>) • Olund • Limerick <hr/> <ul style="list-style-type: none"> • Domosh • White, ch. 2
Sep/Oct	29/01		
Oct	06/08	4. <i>New Deal Landscapes</i> <ul style="list-style-type: none"> • Geographies of the New Deal in North Carolina • Picturing the New Deal: <i>Ackland Museum collections</i> • <i>ArcGIS Story-mapping workshop</i> 	<ul style="list-style-type: none"> • Living New Deal; • Woods (Ch. 6) <hr/> <ul style="list-style-type: none"> • White, ch. 3 • Weems
Oct	13/15		
Oct	20/22	5. <i>Pacific America/American Pacific</i> <ul style="list-style-type: none"> • Linking oceanic worlds • Colonial encounters #3: An insular empire? 	<ul style="list-style-type: none"> • Meinig (327;347-394) • Kirsch (2016)
Oct	27/29		
Nov	03/05	6. <i>Atomic Age geographies</i> <ul style="list-style-type: none"> • Spaces of Cold War America • Nuclear landscapes • [colonial encounters #4] 	<ul style="list-style-type: none"> • Albuquerque Museum • White, ch. 4
Nov	10/12		
Nov	17	<ul style="list-style-type: none"> • project workshop 	
Nov	18-21; 23-24 (<i>tba</i>)	<ul style="list-style-type: none"> • FINAL EXAM*: paper and presentations 	

Additional Readings:

Albuquerque Museum (2020), “Trinity: Reflections on the Bomb” online exhibition:

<http://www.cabq.gov/trinity-exhibition/home>

Cosgrove, D. (1998). *Social Formation and Symbolic Landscape*. Madison: University of Wisconsin Press. Selection: Ch. 6 “America as Landscape” (pp. 161-188)

Cronon, W. (1983) *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang. Selection: Ch. 4 “Bounding the Land” (pp. 54-81).

Domosh, M. (2002) A ‘civilized’ commerce: gender, ‘race’, and empire at the 1893 Chicago Exposition. *Cultural Geographies* 9: 181-201.

Fetter-Vorm, J. and Kelman, A. (2015) *Battle Lines: A Graphic History of the Civil War*. New York: Hill and Wang. *Selections*

Goffe, R., and Kelly, E. (2018) "America's Deadliest Riot: The 1863 Draft Riots" in N. Smith and D. Mitchell *et al.* (eds), *Revolting New York: How 400 Years of Riot, Revellion, Uprising, and Revolution Shaped a City*. Athens, GA: University of Georgia Press, (pp. 87-101).

Harrison, C. (2015) Extending the 'White Way': municipal streetlighting and race, 1900-1930. *Social & Cultural Geography* 16: 950-973.

Kirsch, S. (2016) Insular territories: US colonial science, geopolitics, and the (re)mapping of the Philippines. *The Geographical Journal* 182: 2-14.

Leloudis, J., and Moore, C. (no date) "Silent Sam: The Confederate Monument at the University of North Carolina at Chapel Hill." Chapel Hill, NC. Online exhibit via: <https://silentsam.online/>

Limerick, P.N. (1992) Disorientation and reorientation: The American landscape discovered from the West. *The Journal of American History* 79: 1021-1049.

Living New Deal. <https://livingnewdeal.org/> (Selections);
<https://livingnewdeal.org/map/>

Meinig, D.W. (1998) *The Shaping of America. Vol. 3: Transcontinental America, 1850-1915*. New Haven: Yale University Press. (*Selections*)

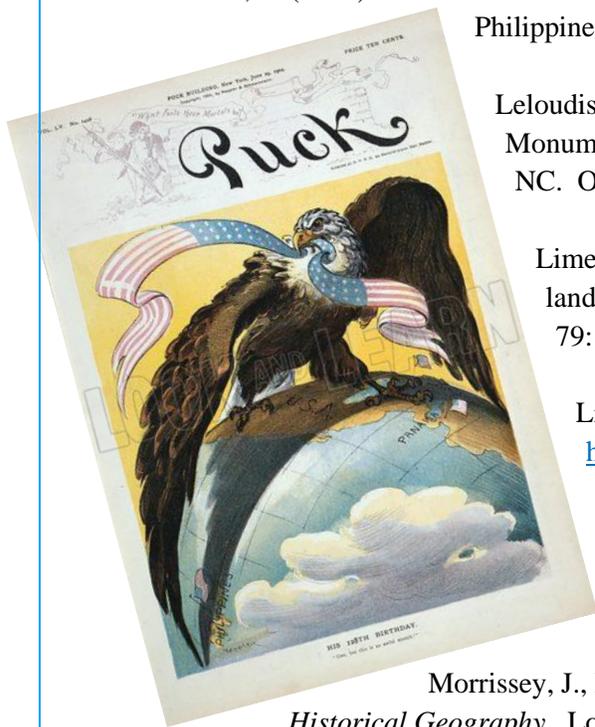
Morrissey, J., Nally, D., Strohmayer, U., and Whelan, Y. 2014. *Key Concepts in Historical Geography*. London: SAGE Publications (online edition 2017). (*Selections*)

Olund, Eric. (2002) From savage space to governable space: The extension of United States judicial sovereignty over Indian Country in the nineteenth century. *Cultural Geographies* 9(2): 129-157.

Weems, J. (2004) Aerial views and farm security administration photography. *History of Photography* 28: 266-282.

Weiss, W. (curator) (2009) "Burning Settler's Cabin" in *Yesterland* (online publication):
<http://www.yesterland.com/burningcabin.html> downloaded 1/8/2018.

Woods, C. (1998) *Development Arrested: The Blues and Plantation Power in the Mississippi Delta*. New York: Verso. *Selections*.



Class Policies

- Please inform the instructor if you have **special needs** which require accommodations in order for you to participate fully in this course.
- **Attendance** is expected (though we will be asynchronous-compatible). Participation/classwork grades, in particular, are based on occasional in-class (or post-class) activities, and exams will test students on both readings and lectures.
- **Changes** to the syllabus and class schedule are occasionally required. Any key date changes will be announced in class lectures and via **sakai: announcements**.
- All student **coursework** is to be **submitted on sakai** (including **dropbox** and the **tests & quizzes** assessment tool, depending on the assignment).
- It is important to acknowledge that the Covid-19 pandemic is causing stress, anxiety, and other untold burdens on the lives of many students, teaching assistants, staff, and instructors. Your health and well-being is of the utmost importance, and while it is necessary to run the class on a regular schedule I will try to help you work around issues or concerns that may arise.
- Students are expected to maintain the highest standards of academic honesty as reflected in the UNC **honor code**: <http://honor.unc.edu>

