

Fall 2021 Course Syllabus
GEOG 254: AMERICAN HISTORICAL GEOGRAPHIES
T/Th 2:00-3:15 CH 204
course homepage via: <https://sakai.unc.edu>



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office hours*: Wed & Fri 1:00-2:30; 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 our contemporary and future worlds. Through key lenses of place, landscape, and environmental change, GEOG 254 offers students a research-focused, 'geo-humanities' approach that explores past geographies of the United States with an emphasis on social, cultural, political, and economic transformations over time.

American Historical Geographies takes an episodic rather than comprehensive approach to its subject. Although not bound by specific events or periods, the course gives emphasis to the making of modern America from 1863-1963, tracing past geographies and exploring their implications for the present and future. For Fall 2021, key course topics include:

- Colonial encounters
- Geographies of Southern Reconstruction
- New Deal landscapes
- The West as movement
- Inter-oceanic America
- geo-humanities approaches

Students will 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 in collaboration with Wilson Library Special Collections, Davis Library Research Hub, and the Ackland Museum.

Format:

Geog 254 brings together lecture, seminar, and research workshop formats. The course will include digital research and methods workshops, film screenings, and engagements with digital media archives, and may* include several on-campus field trips. It promotes inquiry-based learning and project-based skills development, emphasizing critical thinking, writing, and communication, as well as elementary digital mapping and design. It will also include more traditional lectures, readings, and student seminar presentations; plan to read ~ 40-60 pages per week and set aside time accordingly.

Requirements and Grades:

Seminar assignments	20
Geo-hum asst. (parts #1/2)	15 (10/5)
Mid-term exam (“take home”)	15
Final exam/project presentation	20
ArcGIS Story-mapping projects	20
Classwork: Participation/response*	<u>10</u>
	100

Required Texts:

Available via student stores:

<https://unc.bncollege.com/shop/BNCBTBListView?catalogId=10001&langId=-1&storeId=88196>

Schulten, Susan. *A History of America in 100 Maps*. Chicago: University of Chicago Press, 2018.

Wishart, David J. *The Last Days of the Rainbelt*. Lincoln: University of Nebraska Press, 2013.

e-text via university libraries: <https://catalog.lib.unc.edu/catalog/UNCb8269572>

Additional texts:

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

Provisional Schedule:

<u>Month</u> <u>T/Th</u>	<u>Section/Topics</u>	<u>Required Readings</u>
Aug xx/19 24/26	<p>1. Introduction: American Historical Geographies in the Present</p> <ul style="list-style-type: none"> Key concepts & approaches The past is a foreign country Colonial encounters #1: “Bounding the land” 	<ul style="list-style-type: none"> “Burning Settler’s Cabin” Leloudis and Moore Wishart (Introduction) Schulten, Introduction (8-9); Parts 1 & 2, <i>selections</i>; 226-227)
Aug/Sep 31/02 Sep 07/09	<ul style="list-style-type: none"> America as landscape America as map “A westward-moving house” Geo-graphic histories 	<ul style="list-style-type: none"> Cosgrove Schulten (Parts 2 and 3, <i>selections</i>) Wishart (ch. 1) Schulten (Part 4, <i>selections</i>*) <i>Battle Lines</i>, Selections

<p>Sep 14/16</p> <p>Sep 21/23</p>	<p>2. Geographies of Southern Reconstruction</p> <ul style="list-style-type: none"> • Linking spaces of war and reconstruction <hr/> <ul style="list-style-type: none"> • The New South? • “Wilmington on Fire” • Wilmington e-archives/digital methods workshop* 	<ul style="list-style-type: none"> • Meinig (187-226) • <i>Battle Lines</i>, Selections <hr/> <ul style="list-style-type: none"> • Woods (Ch. 3) • Harrison
<p>Sep 28/30</p>	<ul style="list-style-type: none"> • Symbolic landscape & identity: UNC campus study • Sept 30: geo-hum asst. due 	<ul style="list-style-type: none"> • Schulten (Part 5, <i>selections</i>) • E-archives project
<p>Oct 05/07</p> <hr/> <p>Oct 12/14</p> <p>19/xx</p> <p>26/-</p>	<p>3. The West as Movement</p> <ul style="list-style-type: none"> • Colonial Encounters #2 • Travelling the other way? • Continental spectacle: Chicago World’s Columbian Exhibition, 1893 <ul style="list-style-type: none"> • [No class Oct 21—Fall break] • Mid-term exam (“take-home” due Nov 02) 	<ul style="list-style-type: none"> • Wishart (ch. 2) • Limerick <hr/> <ul style="list-style-type: none"> • Wishart (ch. 3) • Domosh • Wishart (ch. 4) • Schulten (Parts 5 and 6, <i>selections</i>) • Curley
<p>Oct -/28</p> <p>Nov 02/04</p> <p>09/11</p>	<p>4. New Deal Landscapes</p> <ul style="list-style-type: none"> • Geographies of the New Deal in North Carolina • Arc GIS StoryMapping workshop* • Picturing the New Deal: <i>Ackland Museum collections</i> 	<ul style="list-style-type: none"> • Living New Deal; • Woods (Ch. 6) <hr/> <ul style="list-style-type: none"> • Wishart (Epilogue) • Schulten (Part 7, <i>selections</i>) • Weems
<p>Nov 16/18</p> <p>23/xx</p> <p>Nov 30/</p>	<p>5. Inter-Oceanic America</p> <ul style="list-style-type: none"> • Linking oceanic worlds • Colonial encounters #3: An insular empire? • [No class Nov 25—Thanksgiving break] • projects workshop 	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> ▪ Kirsch ▪ Schulten (Part 6, <i>selections</i>) </div> </div>
<p>Dec 7 (noon)</p>	<ul style="list-style-type: none"> • FINAL EXAM*: reflection paper and project presentations 	

Additional Readings:

- Cosgrove, D. (1998). *Social Formation and Symbolic Landscape*. Madison: University of Wisconsin Press. Selection: Ch. 6 “America as Landscape” (pp. 161-188)
- Curley, A. (2021) Infrastructures as colonial beachheads: The Central Arizona Project and the taking of Navajo resources. *Environment and Planning D: Society and Space* 39: 387-404.
- 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*
- 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: <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. *Selection*: “A Re-United States” pp. 187-226
- 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.
- **Changes** to the syllabus and class schedule are occasionally required. Any key changes will be announced in class lectures and via **sakai: announcements**.
- **Attendance** is expected. 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. **However**, this work can be made-up if you have good reasons for missing class, including health, isolation and quarantine requirements.
- **Carolina community standards**, including facemasks worn over the nose and mouth, will be upheld in the course: <https://carolinatogether.unc.edu/community-standards/>
- Students are expected to maintain the highest standards of academic honesty as reflected in the UNC **honor code**: <http://honor.unc.edu>

Geog 254: Admit the bearer.

