

Spring 2023 Course Syllabus

AMERICAN HISTORICAL GEOGRAPHIES (GEOG 254)

T/Th 12:30-1:45 CH 204

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

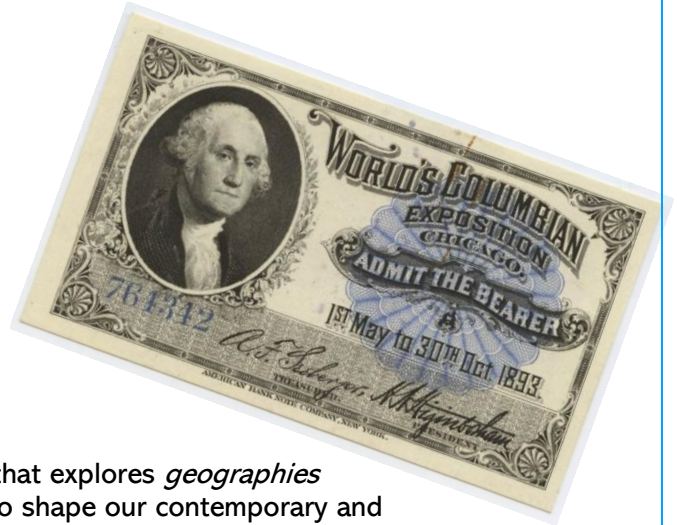
Prof. Scott Kirsch

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office hours M 4-5:30; F 1:30-3; and by appointment:

<https://unc.zoom.us/my/kirsch.geography>



Admit the Bearer

Historical geography is a sub-field of human geography that explores *geographies of the past* and seeks to understand how they continue to shape our contemporary and future worlds. Through lenses of place, landscape, mapping, and environment, GEOG 254 offers students a research-focused, 'geo-humanities' approach to the American experience, with an emphasis on key social, cultural, political, and economic transformations over time and space.

The class takes an *episodic* rather than *comprehensive* approach to its subject. We don't cover everything important that happened, but the things we do cover are important. For Spring 2023, 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 introduced 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 Ackland Museum.

Format:

Geog 254 brings together lecture, seminar, and research workshop formats. The course will include digital research and methods workshops, documentary screenings, and engagements with digital media archives, and may include some (low key) on- and off-campus field trips and assignments. The course promotes inquiry-based learning and project-based skills development, emphasizing critical thinking, writing, and communication, and elementary skills in digital mapping and design. The class also includes traditional lectures, discussion of readings, and student seminar presentations; plan to read ~ 40-60 pages per week and set aside time accordingly.

Requirements and Grades:

Seminar assignments (3)	15
Geo-hum asst. (parts #1/2)	15 (10/5)
Mid-term exam	15
Final exam	20
ArcGIS Story-mapping projects	20
Classwork: Participation/response*	<u>15</u>
	100

Required Texts: None.

Required reading? Yes!

Course texts: (In schedule, with references listed below) will be posted to **sakai: resources: texts** as pdfs and links. Additional short readings and digital materials may also be circulated in connection with some course activities.

Provisional Schedule:

Dates (T/Th)	Section/Topics	Required Readings
Jan 10/12 Jan 17/19	1. Introduction: American Historical Geographies in the Present <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 • Cronon
Jan 24/26	<ul style="list-style-type: none"> • America as landscape • America as map • “A westward-moving house” 	<ul style="list-style-type: none"> • Cosgrove • Schulten, <i>selections</i>*
Jan 31/Feb 2 Feb 07/09	2. Geographies of Southern Reconstruction <ul style="list-style-type: none"> • Linking spaces of war and reconstruction • New South? • “Wilmington on Fire” • Wilmington e-archives/digital methods workshop* 	<ul style="list-style-type: none"> • <i>Battle Lines</i>, Selections • Woods (Ch. 3) <hr/> <ul style="list-style-type: none"> • Schulten, <i>selections</i> • Gerstner et al. • Biggs
Feb xx/16	<ul style="list-style-type: none"> • Feb 14: No class – Well-being day • Landscapes of light and darkness • Symbolic landscape & identity: Chapel Hill study <ul style="list-style-type: none"> • Feb 16: geo-hum asst. due 	<ul style="list-style-type: none"> • Harrison • E-archives project
Feb 21/23 Feb 28/Mar 2 Mar 07/09	3. The West as Movement <ul style="list-style-type: none"> • Colonial Encounters #2 • Travelling the other way? • Continental spectacle: Chicago World’s Columbian Exhibition, 1893 • Mid-term exam (March 9) 	<ul style="list-style-type: none"> • Wishart • Limerick <hr/> <ul style="list-style-type: none"> • Domosh • Schulten <i>selections</i> • Curley
Mar 13-17	ENJOY SPRING BREAK!	
Mar 21/23 Mar 28/30 Apr 04/xx	4. New Deal Landscapes <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"> • Apr 6: No class – Well-being day 	<ul style="list-style-type: none"> • Living New Deal; • Woods (Ch. 6) <hr/> <ul style="list-style-type: none"> • Schulten <i>selections</i> • Gordon

Apr 11/13	5. Inter-Oceanic America <ul style="list-style-type: none"> • Linking oceanic worlds • Colonial encounters #3: An insular empire? 	<ul style="list-style-type: none"> • Kirsch • Schulten, <i>selections</i>
Apr 18/20		
Apr 25/27		
Th May 4	<ul style="list-style-type: none"> • @ 12pm: Final Exam 	

Course texts:

Biggs, Mary T. (2022) Sight lines and curb appeal: Landscape, race, and compromise at three North Carolina state historic sites. *Southeastern Geographer* 62: 92-110.

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).

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*

Gerstner, N., Hall, A.R., and Kirsch, S. (2022) An Archive of Good Roads and Racial Capitalism in North Carolina. *Human Geography*.

Gordon, Linda. (2009) *Dorothea Lange: A Life Beyond Limits*. New York: W.W. Norton & Co. (ch. 15, "On the Road: The South" pp. 259-278).

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/>

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

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

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>. *Selections*.

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**.
- **The course is designed as an in-class learning experience and attendance is expected.** Participation/classwork, in particular, is based on occasional in-class (or post-class) activities, seminar assignments combine written and oral elements, and exams will test students on both readings and lectures. **However**, this work can be made-up through out-of-class accommodations if you have good reasons for missing class, including health, isolation and quarantine requirements.
 - **Some lectures will be recorded via Panopto** with links posted to sakai after class (not live-streamed or on zoom). These are intended as a relatively **short-term substitute** for times when students are unable to attend class, not as a regular alternative or hybrid course.
- Students are expected to maintain the highest standards of academic honesty as reflected in the UNC **honor code**: <http://honor.unc.edu>

