

Professor Frederico Freitas | Office: 251 Withers | Phone: 919 515 3307 | Email: f_freitas@ncsu.edu | Class meeting times: Mondays 3:00 p.m. to 5:45 p.m. in 133 Winston Hall | Office Hours: Tuesdays and Thursdays, 2 p.m. to 4 p.m. and by appointment | HI-535: Spatial History | 3 credit hrs | Spring 2019

Course prerequisites, co-requisites or statement on enrollment restrictions: none

HI-535: Spatial History

Introduces students to the methods, problems, and questions of spatial history. Students will examine major works in spatial history and historical geography, and develop their own projects utilizing the tools of historical GIS. Students will engage in theoretical discussions about the role of space in history and, at the same time, will acquire the skills for collecting, managing, and analyzing historical spatial data. The course is geared to students **without** prior knowledge of GIS. Graduate standing or PBS status.

This is an introductory course to the methods, problems, and questions of spatial history for graduate students. Each week is divided between the reading of major texts in spatial history and a laboratory session on historical GIS. During this course, students will have the opportunity to engage in theoretical discussions about the role of space in history and, at the same time, will acquire the skills for collecting, managing, and analyzing historical spatial data. The course is geared to students without prior knowledge of GIS. A major component of this course is the development of a historical GIS project on the spatial history of urban spaces. In their projects, students will select a single urban area—or a neighborhood within an urban area—to produce a visualization (static or interactive) that utilizes space to answer historical questions. Students are encouraged to use open-source census-tract data available at NHGIS.org in their projects, but are also free to include other kinds of sources such as text, historical maps, or other types of images. Students will be free to choose the scale of their projects (e.g. a neighborhood, district, metro area, county) and the period of study.

Course Structure

20%	<i>Participation</i>	Participation in-class discussions and tutorials. Completion of readings.
10%	<i>Presentation on the Readings</i>	Once during the course students will give a short presentation (10 min) on the readings. Students will highlight the readings' main ideas and present questions for in-class discussion. During the first half hour of discussion, the student presenters are also in charge of the flow of the conversation. Sign up for presentations here .
70%	<i>Individual Research Project</i>	Individual spatial history project. Work with historical data to form an original research question. Use digital tools to answer the question. Final product: an in-class presentation AND a 10-16-page paper that

	uses space to understand historical phenomena. Evaluation is divided into:
5% <i>Draft Proposal</i>	1/28. Written. Introduction of research topic, methods, sources. Minimum of 300 words and target range of 300 to 500 words. Turn in on Moodle.
5% <i>Proposal</i>	2/11. Oral and Written. Address topic, methods, sources, and historiographical intervention. Five-minute individual presentations followed by five-minute Q&A, and written proposal. Minimum of 400 words and a target range of 400 to 700 words. Turn in on Moodle.
5% <i>Preliminary Treatment</i>	3/4-3/8. Oral. Fifteen-minute office-hours presentation of work done until now. Schedule an office appointment.
5% <i>Draft Presentation</i>	4/8. Oral. Preliminary presentation of final project. Five-minute presentations detailing work accomplished so far. followed by five-minute Q&A.
20% <i>Final Project Presentation</i>	4/22. Oral. Final presentation/exhibit to the Department of History faculty and grad students. You can make use of slides or an electronic poster. Q&A with instructor.
30% <i>Final Paper</i>	4/29. Written. Final Paper. Minimum of 2,500 words pages and target range of 2,500 to 4,000 words. Turn in on Moodle.

Course Objectives

In this course, students will:

- Develop an individual research project in spatial history. Students will work with historical data to form an original research question in urban history and use GIS tools and spatial analysis to address their question. Projects are individual and the final product consists of a research paper and an oral presentation.
- Discuss theoretical underpinnings and the methodological implications of the following fields: spatial history, historical geography, historical GIS, and urban history.
- Finish in-class training in desktop GIS (ArcGIS) and online mapping (ArcGIS online and Carto). Students will learn the basics of GIS, including data joins,

clustering, georeferencing historical sources, projections, geolocation of historical data, symbology, and spatial statistics.

Learning Outcomes

By the end of this course, the students will be able to:

- Apply spatial thinking to formulate historical questions, using the theory of spatial history to conceptualize space as a historical construct.
- Procure, clean, and edit historical-GIS data.
- Use historical GIS, cartography, and data visualization techniques to assess primary sources to answer historical questions.
- Plan, develop, and evaluate a GIS project from data collection to final paper.

Required Textbooks

Many readings are available online. Check the schedule section of this syllabus for the hyperlinks. Students are required to purchase two books:

Rebecca Solnit. *Infinity City: A San Francisco Atlas* Oakland: University California Press, 2010.

Ian Gregory and Paul S. Ell. *Historical GIS: Technologies, Methodologies and Scholarship*. Cambridge: Cambridge University Press, 2007.

The purchase of the following books is also recommended, but not mandatory:

Franco Moretti, *Atlas of the European Novel, 1800-1900*. London: Verso, 1998

Anne Kelly Knowles, *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship*, edited by Anne Kelly Knowles and Amy Hillier. Redlands, Calif.: ESRI Press, 2008.

James C. Scott. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale U. Press, 1998

Edward Tufte. *The Visual Display of Quantitative Information*, 2nd ed. Cheshire, Connecticut: Graphics Press, 2001.

Donald Worster. *Dust Bowl: The Southern Plains in the 1930s*, 25th anniversary edition. New York: Oxford University Press, 2004

Course components

The final grade will consist of the following components:

Participation	20%
Presentation on the readings	10%
Draft Proposal	5%
Proposal	5%
Preliminary treatment	5%
Draft Presentation	5%
Presentation	20%
Final Paper	30%

Grading Scale (standard rounding practices followed)

A+	100 – 97%	B+	89 – 87%	C+	79 – 77%	D+	69 – 67%
A	96 – 93%	B	86 – 83%	C	76 – 73%	D	66 – 63%
A-	92 – 90%	B-	82 – 80%	C-	72 – 70%	D-	62 – 60%
F	59 – 0%						

POLICIES

Course Prerequisites and Restrictive Statements

There are no course prerequisites. Students must have graduate standing or PBS status.

Absences

Attendance is mandatory. While attendance is not a specific component of the grade calculation, poor attendance may significantly lower a student’s participation grade. Each unexcused absence is calculated as a zero in a student’s participation grade in that given week (about -1.6% of the grade).

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (e.g., student illness, injury or death of immediate family member, must be documented by the Student Organization Resource Center 515-3323) within one week of returning to class. Late work will be accepted only in situations where absences were excused. Please consult the following website for further information on University attendance regulations: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

Students who have an excused absence will receive a participation grade of 1 (in a total of 4) for that day. If they desire a higher grade, they have the option of turning in by email a response to the readings, of about 800 words, on the Monday following the absence. The response will be graded and the grade recorded as participation for the missed day of class.

Electronic Devices

This is a hands-on course and classes will be held at 133 Winston Hall, a CHASS IT classroom equipped with workstations and the required software packages (i.e., [ArcGIS](#), [Adobe CS](#)) Students are free to bring their laptops and tablets and use them in conjunction to the workstations if deemed necessary—to take notes for example. Students, however, must limit their use of electronic devices to course-related activities.

Participation Grading (20%)

Excellent participants will thoroughly read and consider all of the class readings, engage their fellow students in respectful conversation, and offer considered comments from the readings. Participation grade also is based on the completion of in-class tutorials led by the instructor. One of the following assessments will be made of students' preparation and participation on a weekly basis. The weekly assessments will be averaged to determine the final participation grade.

4 – Student demonstrates **excellent preparation**: has analyzed readings exceptionally well, relating it to other readings, discussions, experiences. Student offers analysis, synthesis, and evaluation of the material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. He or she contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.

3 – Student demonstrates **good preparation**: knows arguments and facts well, has thought through implications of them. Student offers interpretations and analysis of reading material (deeper engagement with argument, methods, and/or evidence) to class. He or she contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

2 – Student demonstrates **basic preparation**: knows basic arguments and facts, but does not show evidence of trying to interpret, analyze, or criticize them. He or she offers straightforward information (e.g., straight from the readings), without elaboration or very infrequently (perhaps once a class). Student does not offer to contribute to discussion, but contributes to a moderate degree when called on.

1 – Student is **just present**, not disruptive; tries to respond when called on but does not offer much; demonstrates very infrequent involvement in discussion.

0 – Student is **absent**.

Written Assignments

Written assignments that are not submitted will receive zeroes. Regular written assignments will be submitted on Moodle and are due at 11:55 pm of their due date. Late assignments will only be accepted in the case of verified/documentated emergencies. See the University Attendance Policy: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

All written coursework submitted in electronic format form must be typed with pages numbered in the header or footer and must be double spaced in twelve-point font roughly equivalent to Times with one-inch margins. All written coursework must be turned in as Microsoft Word files (not PDF). All direct quotations, paraphrases, and references should be cited in footnotes (no endnotes, no author-date) using [Chicago Manual of Style](#) format. Add a bibliography at the end. Always add your name, date, assignment title. Word counts for assignments do not include name, date, title, footnotes or bibliography.

Academic Integrity

Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. Students are bound by the academic integrity policy as stated in NCSU Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor Pledge on every exam and assignment and to sign or type their name after the pledge. (“I have neither given nor received unauthorized aid on this test or assignment.”) Violations of academic integrity will result in referral to the Office of Student Conduct with a recommendation of a failing grade for the assignment, and they will be reported to the department head.

Writing and Speaking Tutorial Services

If writing is difficult for you, please visit the Writing and Speaking Tutorial Services to review drafts of assignments before they are due. The Service offers free one-on-one consultation with experienced tutors who can help with all levels and stages of writing. There are six locations around campus that offer drop-in services. For more information go to: <https://tutorial.dasa.ncsu.edu/writing-speaking/>

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office on the third floor of Holmes Hall (Suite 304). For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <https://policies.ncsu.edu/category/campus-environment/> or <https://policies.ncsu.edu/policy/pol-04-25-05/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

N.C. State University Polices, Regulations, and Rules (PRR)

Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-Discrimination Policy Statement), <http://oied.ncsu.edu/home/> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average), <https://policies.ncsu.edu/regulation/reg-02-20-15> (Credit-Only Courses), <https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and <https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

SCHEDULE

Assignments may change. Students should consult the course syllabus on Moodle for updates.

Part I - Introduction to Spatial History

January 7, 2019 - Introduction: What is Spatial History?

a) Readings to be completed before class

Richard White. "[What is Spatial History?.](#)" The Spatial History Project, 2010.

Charles W. J. Withers. "[Place and the "Spatial Turn in Geography and in History."](#) *Journal of the History of Ideas* 70, 4 (Oct. 2009): 637-658.

Jo Guldi. "[What is the Spatial Turn?](#)" and "[The Spatial Turn in History.](#)" Spatial Humanities: a Project of the Institute for Enabling Geospatial

Scholarship, c. 2015.

b) Classroom activities

Students will [sign-up for](#) presentation on the readings

January 14, 2019 – Introducing Space (Meeting held at the Visualization Studio at Hill)

a) Assignments to be completed before class

Complete the [Student Survey](#)

b) Readings to be completed before class

Franco Moretti. *Atlas of the European Novel, 1800-1900*. London: Verso, 1998.
(Chapter 2 and 3)

Timothy Mitchell. *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press, 2002. (Chapter “Can The Mosquito Speak?”) □ □

c) Classroom activities

Students will present two or more preliminary ideas for spatial history projects, and two or more sources to be used in the project.

January 28, 2019 – Introduction to Historical GIS

Guest: Jeff Essic, Research Librarian for Data Services

a) Assignments to be completed in the beginning of class

Turn in the Draft Proposal on Moodle before 11:55 pm.

b) Readings to be completed before class

Anne Kelly Knowles. “GIS and History.” In *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship*, edited by Anne Kelly Knowles and e Amy Hillier. Redlands, Calif.: ESRI Press, 2008.

Zephyr Frank. [“Spatial History as Scholarly Practice.”](#) In *Between Humanities and the Digital*, edited by Patrik Svensson e David Theo Goldberg. Cambridge, Massachusetts; London, England: The MIT Press, 2015.

Ian Gregory and Paul S. Ell. *Historical GIS: Technologies, Methodologies and Scholarship*. Cambridge: Cambridge University Press, 2007. (Chapter 1, “GIS and its Role in Historical Research, an Introduction”) □ □

b) Classroom activities

Lab: Intro to ArcCatalog and Acquiring Geographical Data.

Part II - Concepts and Problems

February 4, 2019 – Power Over Space

a) Readings to be completed before class

- Paul Carter. [*The Road to Botany Bay: an Exploration of Landscape and History*](#). New York: Knopf, 1988. Pages 69-98; 136-171.
- Robert D. Sack, [“Human Territoriality: A Theory”](#). *Annals of the Association of American Geographers* 73 (1), 1983. 55–74.
- Thomas Nail, [*Theory of the Border*](#). Oxford: Oxford University Press, 2016. Pages 1-164.

b) Classroom activities

Lab: Intro to ArcMap

February 11, 2019 – The Production of Space (Meeting held at the Visualization Studio at Hill)

a) Assignments to be completed in the beginning of class

Turn in the Project Proposal on Moodle before 11:55 pm.

b) Readings to be completed before class

- Henri Lefebvre. *The Production of Space*. Oxford, OX, UK: Blackwell, 1991. Pages 1-53.
- Richard White. *Railroaded: the Transcontinentals and the Making of Modern America*. New York: Norton, 2011. (Chapter 4: “Spatial Politics”)
- James C. Scott. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale U. Press, 1998. (Chapter 1: “Nature and Space”). □ □

c) Classroom activities

Five–minute project presentations followed by five-minute Q&A.

February 18, 2019 – Scale in Spatial History

a) Readings to be completed before class

- William Cronon. *Nature's Metropolis: Chicago and the Great West*. New York: W. W. Norton, 1991. (Chapters 2, “Rails and Water” and 6, “The Gateway City”).
- Fernand Braudel. *The Mediterranean and the Mediterranean World in the Age of Philip II*. New York: Harper & Row, 1972. (Volume I, Part II, [Chapter 1, “Economies: The Measure of the Century”](#)). □ □

b) Classroom activities

Lab: Choosing the Right Projection, Data Manipulation, Georeferencing, Creation of Features.

February 25, 2019 – Space and Environment

a) Readings to be completed before class

- Geoff Confer. “Calling the Dust Bowl.” In *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship*, edited by Anne Kelly Knowles and e Amy Hillier. Redlands, Calif.: ESRI Press, 2008.
- Donald Worster. *Dust Bowl: The Southern Plains in the 1930s*, 25th anniversary

edition. New York: Oxford University Press, 2004, 3-97 ("Introduction," "Part One: A Darkling Plan," and "Part Two: Prelude to Dust").
 Matthew Klinge. [Emerald city: an environmental history of Seattle](#). New Haven: Yale University Press, 2007. (Chapters 6, 7, and 8).

b) Classroom activities

Lab: Joining Tables and Spatial Joins

c) Suggested home activity (optional)

Complete [Installing QGIS 2.0 and Adding Layers](#) tutorial, The Programming Historian.

Part III - Introducing the city

March 4, 2019 – What is a City?

a) Readings to be completed before class

- V. Gordon Childe. "The Urban Revolution," (originally published in 1950). In [The City Reader](#), sixth edition, edited by Richard LeGates and Frederic Stout. London; New York: Routledge, 2016.
- Henri Pirenne. "City Origins" and "Cities and European Civilization," (originally published in 1925). In [The City Reader](#).
- Friedrich Engels. "The Great Towns" (originally published in *The Condition of the Working Class in England in 1844* in 1845). In [The City Reader](#).
- James C. Scott. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale U. Press, 1998. (Chapter 4: "The High Modernist City")□

b) Classroom activities

Lab: ArcGIS online

c) Suggested home activity (optional)

Complete Carto tutorials.
["Online Mapping for Beginners."](#) The Map Academy.
["Introduction to Map Design."](#) The Map Academy.

March 18, 2019 – Mapping and measuring the City

a) Readings to be completed before class

- Rebecca Solnit. *Infinity City: A San Francisco Atlas*. Oakland: University of California Press, 2010.
- Denis Wood. *Everything Sings: Maps for a Narrative Atlas*. 2nd ed. Los Angeles, Calif. : Siglio, 2013. Excerpts.
- Jose C. Moya, [Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850–1930](#). Oakland: University of California Press, 1998. (Chapter 4: Settling in the City)

b) Classroom activities

Visit to NCSU's Special Collections

c) Suggested home activity (optional)

Complete [Creating New Vector Layers in QGIS 2.0](#) tutorial,
The Programming Historian.

March 25, 2019 – Spatial Segregation in the American City*a) Readings to be completed before class*

- David Cutler and Edward Glaeser, "The Rise and Decline of the American Ghetto," *The Journal of Political Economy* 107, 3 (1999): 455-506.
Sean Reardon, and Kendra Bischoff, "Income Inequality and Income Segregation," *American Journal of Sociology* 116, 4, (2011): 1092-1153.
Peter Mieszkowski, and Edwin Mills. "The Causes of Metropolitan Suburbanization." *Journal of Economic Perspectives* 7, 3 (1993): 135-147.
Edward Glaser, Matthew Kahn, and Jordan Rappaport. "Why do the Poor Live in Cities? The Role of Public Transportation." *Journal of Urban Economics* 63 (2008): 1-24

b) Classroom activities

Practicum: In the second half of class, students will work on the GIS part of their projects. Instructor will be in class for questions and help.

c) Suggested home activity (optional)

Complete [Georeferencing in QGIS 2.0](#) tutorial,
The Programming Historian.

Part IV - Analyzing and Visualizing Spatial History**April 1, 2019 – Advanced Historical GIS***a) Readings to be completed before class*

- Ian Gregory and Paul S. Ell. *Historical GIS: Technologies, Methodologies and Scholarship*. Cambridge: Cambridge University Press, 2007. (Chapter 2, "GIS: a Framework for representing the Earth's surface;" Chapter 3, "Building Historical GIS databases"; Chapter 4, "Basic Approaches to handling data in a Historical GIS;" Chapter 6, "Time in Historical GIS;" Chapter 8, "GIS and quantitative spatial analysis").

b) Classroom activities

Lab: Point Patterns and Descriptive Summaries

April 8, 2019 – Preliminary Presentation (Meeting held at the Visualization Studio at Hill)

a) Classroom activities

Preliminary presentation of final project. Ten-minute presentations detailing work accomplished so far.

Practicum: In the second half of class, students will work on the GIS part of their projects. Instructor will be in class for questions and help.

April 15, 2019 – Visualizing Space and Data

a) Readings to be completed before class

Alan M. MacEachren. *Some Truth With Maps: A Primer on Symbolization and Design*. Washington, D.C.: Association of American Geographers, 1994. (Chapters: 1 - “The Role of Maps”; 4 - “Visualization Quality and the Representation of Uncertainty”; 5 - “Composing the Display”).

Edward R. Tufte. *The Visual Display of Quantitative Information*. Cheshire, CT: Graphics Press, 2001. (Part 1, Chapter 1, “Graphical Excellence”).

Ian Gregory and Paul S. Ell. *Historical GIS: Technologies, Methodologies and Scholarship*. Cambridge: Cambridge University Press, 2007. (Chapter 5, “Using GIS to visualize historical data”)□□

b) Classroom activities

Practicum: In the second half of class, students will work on the GIS part of their projects. Instructor will be in class for questions and help.

April 22, 2019 – Final Research Presentation (Meeting held at the Visualization Studio at Hill)

Final Presentation. Final presentation to colleagues and invited department of history faculty and grad students. You can make use of slides (preferred), website, or electronic poster. Q&A with instructor. 10 minutes per student.

April 29, 2019 – Final Papers Due

Turn in a final paper on Moodle before 11:55 pm.