

HIST6601: The Spatial Turn

University of New Orleans

Spring 2021

W.: 5:00 – 7:40pm

ZOOM

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Office Hours: T: 1:30-3:30, and by appointment

Location: ZOOM

Course Description

In recent years, historians have used geography, mapping, GIS, and analysis of built environments as effective ways to interpret history through an examination of space. This course will examine the ways in which this “spatial turn” has opened up new research methods in the humanities and in history in particular. We will investigate how a consideration of space, place, and geography helps bring new perspectives to old subjects. Among others, we will address the following questions: How can spatial analysis help historians reconstruct the experiences of those who left few written records, such as enslaved Africans? How did people use space or their mapping of a space to control others or assert authority? Why did spaces hold different meanings to different people? And how does spatial analysis help scholars write thoughtful narratives? Readings include literature on spatial theory, the importance of spatial analysis in historical writing, and examples of such historical works.

In this course, students will learn to:

- Approach historical research in an interdisciplinary way
- Create a poster presentation
- Lead a class discussion
- Conduct historical research and present it in the form of a research paper

Course Texts:

Required:

1. LaKisha Michelle Simmons, *Crescent City Girls: The Lives of Young Black Women in Segregated New Orleans*. ISBN: 1469622807
2. Teresa A. Toulouse and Barbara C. Ewell eds., *Sweet Spots: In-Between Spaces in New Orleans*. ISBN: 1496818571
3. Surekha Davies, *Renaissance Ethnography and the Invention of the Human: New Worlds, Maps and Monsters*. ISBN: 1108431828
4. Steven A. Wernke, *Negotiated Settlements: Andean Communities and Landscapes under Inka and Spanish Colonization*. ISBN: 0813042497
5. Tim Cole, *Holocaust Landscapes*. ISBN: 1472906888
6. Niall Atkinson, *The Noisy Renaissance (Sound, Architecture, and Florentine Urban Life)*. ISBN: 0271071206

All other readings will be available on Moodle.

Course Requirements:

Class Participation

As a significant amount of our class time will be spent discussing the readings, I expect you to participate in class discussions. All reading assignments must be completed by the day under which they appear. This course is based on discussion, and so you will be expected to share your thoughts,

but courteous behavior and responses are expected, even when you do not agree with what is said or discussed in the classroom.

Lead Discussion

You will be required to lead one of our discussions either alone or with one of your classmates. Please sign up for the date of your discussion during our first meeting. As part of the discussion preparation, discussion leaders have to meet with me a few days in advance of the discussion.

Response Papers

Most weeks you will be required to submit a 300-500 word (maximum!) response paper (12 in total of which you have to submit 10). This should be a brief discussion of the readings in which you highlight important arguments, theories, and/or methods. Also identify how the different readings relate to each other and the topic of the week. As part of the response paper, you should list two questions for discussion. These Response Papers are due on Moodle at noon on the day of class.

Poster Presentation

During our last class (5/5), you will be expected to present a poster on your final paper topic. Each presentation will be about 5 minutes. Use this presentation to prepare your final paper. For more information on how to prepare a successful poster presentation, see the links on our course Moodle page. I will also organize a brief workshop on the topic for those who are interested.

Final Research Paper

Your final paper should be an argument-based 12-15 pages research paper on any topic that fits the larger subject of the Spatial Turn. The paper will be a defense of a thesis, in which data are arrayed to support the thesis. You should use at least ONE primary source for analysis, and at least 5 secondary sources that you will use to address the historiography of the topic in the introduction. All papers should be double-spaced in 12-point type maximum. The margins should be 1 inch on each side. You should use Chicago Manual Style for footnotes (see Moodle for guidelines). The final paper is due on Moodle at **midnight on Wednesday, May 12**. Late work will lose one-third of a letter grade for each day it is late.

Grade Breakdown

Response Papers	40% (4% each)
Poster Presentation	10%
Final Paper	25%
Leading of Discussion	10%
Class Participation and Attendance	15%

90-100 = A

80-89 = B

70-79 = C

60-69 = D

< 60 = F

Students with Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Academic Dishonesty

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and

being an accessory to acts of academic dishonesty. In short, plagiarism is using others' ideas and words without clearly acknowledging the source of that information. In order to ensure that you are not plagiarizing anybody else's work, make sure to footnote each source you use and make sure you cite the original author of any idea, phrase, or paraphrase that you include in any written work. If you do plagiarize, I will have to report this to student affairs. For more information, see the UNO Judicial Code online at <http://www.studentaffairs.uno.edu>.

WEEKLY COURSE SCHEDULE

Week 1 (2/3): Introduction

Read: See readings on Moodle.

Week 2 (2/10): History Writing and the Spatial Turn

Read: Benjamin C. Ray, "The Geography of Witchcraft Accusations in 1692 Salem Village"; Selection from Marisa Fuentes's *Dispossessed Lives: Enslaved Women, Violence, and the Archive*; Susan Schulten, "How Maps Reveal, and Conceal, History."

Assignments: Response Paper due at noon

Week 3 (2/17): Spatial Analysis: From Cartography to GIS

Read: Selected readings posted on Moodle.

Assignments: Response Paper due at noon

Week 4 (2/24): Maps and Mapping

Read: Davies, *Renaissance Ethnography and the Invention of the Human: New Worlds, Maps and Monsters*

Assignments: Response Paper due at noon

Week 5 (3/3): Meanings of Space

Read: Tim Cole, *Holocaust Landscapes*

Assignments: Response Paper due at noon

Week 6 (3/10): Built Environment

Read: Selections from Teresa A. Toulouse and Barbara C. Ewell eds., *Sweet Spots: In-Between Spaces in New Orleans*; Dianne Harris, "Seeing the Invisible: Reexamining Race and Vernacular Architecture."

Assignment: Response Paper due at noon

Week 7 (3/17): Urban Spaces and the Sensorial Experience

Read: Niall Atkinson, *The Noisy Renaissance (Sound, Architecture, and Florentine Urban Life)*.

Assignments: Response Paper due at noon

Week 8 (3/24): Colonization/Imperialism

Read: Steven Wernke, *Negotiated Settlements: Andean Communities and Landscapes under Inka and Spanish Colonization*.

Assignments: Response Paper due at noon

Week 9 (3/31): Slavery

Read: Selection from Stephanie Camp's *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*; Bernard L. Herman, "Slave and Servant Housing in Charleston, 1770-1820." *Historical Archeology* 33, no. 3 (1999): 88-101; Terrence Epperson, "Panopticon Plantation: The Garden Sights of Thomas Jefferson and George Mason."

Assignments: Response Paper due at noon

Week 10 (4/7): Race & Gender

Read: LaKisha Michelle Simmons, *Crescent City Girls: The Loves of Young Black Women in Segregated New Orleans*

Assignment: Response Paper due at noon

Week 11 (4/14): The Public Space

Read: Elijah Anderson, "White Space"; Selection from Annette Miae Kim, *Sidewalk City: Remapping Public Space in Hi Chi Minh City*; Elena Givental, "Ho Chi Minh City: Contested Public and Private Space in the Vietnamese Metropolis," *Focus on Geography* 56 no 1 (2013): 32-44.

Assignments: Response Paper due at noon

Week 12 (4/21): Space, Class, and Power

Read: J. Cameron Monroe, "In the Belly of the Dan: Space, History, and Power in Precolonial Dahomey"; Amanda Flather, "Space, Place, and Gender: The Sexual and Spatial Division of Labor in the Early Modern Household"; Marsely Kehoe, "Dutch Batavia: Exposing Hierarchy of the Dutch Colonial City."

Assignments: Response Paper due at noon

Week 13 (4/28): Religion

Read: Selected articles from Andrew Spicer, *Defining the Holy*; William D. Moore, "The Masonic Lodge Room, 1870-1930: A Sacred Space of Masculine Spiritual Hierarchy," 26-59; Selection from Alessandro Scafi, *Mapping Paradise*.

Assignments: Response Paper due at noon

Week 14 (5/5): Poster Presentations

*** Final paper due at midnight on Wednesday, May 12.**