

# HIST 688: Spatial History

Spring 2024

Department of History & Art History, George Mason University

Course website: <https://drstephenrobertson.com/hist688/>

## Description

This course surveys the field of spatial history by examining a range of projects and platforms. We will take an expansive view of spatial history, looking at maps and cartography, georeferencing historical maps, geographic information systems, data visualization, web mapping, deep mapping, mapping for mobile devices, story maps, 3D spaces, and virtual reality. In each case, building on an examination of concepts such as place, space, scale and movement, we will analyze historical projects to consider what questions and interpretations flow from a spatial approach. While we will give some attention to the tools used to create each form of spatial history, the focus of the course is how spatial history is conceived not learning to use software.

## Essential Information

- The class will meet Wednesdays, 7:20-10:00PM in MTB 1008
- All the readings are available online through the GMU library; there are no books to purchase for this class.
- All communication for this course will happen in our Slack group (<https://spatialhistory2024.slack.com>). Please respond to the invitation emailed to you or sign up. Read this getting started guide (<https://get.slack.help/hc/en-us/articles/218080037-Getting-started-for-new-users>) if you need help.
- Professor Robertson can be contacted at [srober30@gmu.edu](mailto:srober30@gmu.edu)

## Learning Objectives:

- You will be able to demonstrate an understanding of the field of spatial history and the concepts employed in that scholarship.
- You will be able to evaluate historical arguments, explaining how they were constructed and might be improved.
- You will be able to demonstrate an understanding of how new technologies are transforming historical research, writing, and publishing.
- You will be able to collect, sift, organize, question, synthesize, and interpret complex material to develop a well-supported historical argument.

## Organization

This iteration of the course is organized to examine first the core forms of spatial visualization, then the broad themes examined in spatial history. Many of the projects

could appear in multiple different categories. We will critically examine the categories used to organize the class, considering what they highlight and obscure about the nature of spatial history, and what other organization could be used. One alternative would focus more narrowly on the subject of analysis (the *Routledge Companion to Spatial History* is divided into sections on the fields of population and demography, economic history, urban history, rural and environmental history, political history and spatial humanities). Or we could look at spatial history by historical period, or by national focus. Or we could organize the course around the concepts used in spatial history (place, space, scale, landscape etc).

Spatial history at present is generally published as articles or online projects of that scale, not as monographs or online projects of that scale. Consequently, where most graduate classes read a book and an article a week, you will be reading 4-5 articles, often together with related online visualizations. It will be important that you devote time to exploring the project sites as well as the more familiar task of reading the print publications. It can be less obvious how to read a site than an article; there is not always a linear narrative to follow. Often you will need to explore interactive visualizations, which requires conducting multiple searches and examining the results. We will also discuss the concepts on which projects rely and the tools they employ.

If necessary, we will make adjustments to the syllabus during the course. Consult the course website for the most current version of the syllabus.

## **UNIVERSITY POLICIES**

### **Important Dates**

- Last day to add classes—all individualized sections — forms due JANUARY 23, 2024
- Last day to drop with no tuition penalty — JANUARY 30, 2024
- Final Drop Deadline (50% tuition penalty) — FEBRUARY 6, 2024
- Unrestricted Withdrawal period (100% tuition, W grade) — FEBRUARY 7-FEBRUARY 20, 2024

### **Academic Integrity**

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code: “not to cheat, plagiarize, steal, and/or lie in matters related to academic work.” If you are uncertain what that policy covers, see the information provided by the Office of Academic Integrity. All violations of the Honor Code will be reported to the Honor Committee for review.

If you are copying and pasting text that someone else wrote, you might be plagiarizing. Pasted or manually retyped text is not plagiarized only when all of the following three conditions are true: 1) the pasted text is surrounded by quotation marks or set off as a block quote, and 2) the pasted text is attributed in your text to its author and its source (e.g., “As Jane Smith writes on her blog . . .”), and 3) the pasted text is cited in a footnote,

endnote, and/or a bibliography (e.g., "Smith, Jane. Smith Stuff. Blog. Available <http://smithstuff.wordpress.com>. Accessed August 1, 2012.")

### **Disability Accommodations**

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me.

- Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474

### **Diversity Policy**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services, and resources, Mason strives to maintain a quality environment for work, study and personal growth. The Mason Diversity Statement can be found at <http://ctfe.gmu.edu/professional-development/mason-diversity-statement/>.

### **Sexual Harassment, Sexual Misconduct, and Interpersonal Violence**

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students.

As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; [titleix@gmu.edu](mailto:titleix@gmu.edu))

### **Student Privacy**

Students must use their MasonLive email account to receive important University information, including messages related to this class. See Mason Live (<http://masonlive.gmu.edu>) for more information.

All course materials posted to Blackboard or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

## Student Services

- Writing Center < <http://writingcenter.gmu.edu> > (703-993-1200)
- Ask A Librarian < <http://library.gmu.edu/ask> >
- Counseling and Psychological Services < <http://caps.gmu.edu> > (703-993-2380)

## Assignments

1. **Questions (10%)** - *Due no later than 12 noon on the day of class*
  - a. Each week you will post three substantive questions or points for discussion *in the class Slack group*.
    - i. Your questions can focus on themes and issues raised in specific readings for that week, on the relationship of the readings, on how the readings can be synthesized, or on the relationship of the readings to topics covered in previous weeks. Questions should not be merely factual. Try to include at least one question relating the readings to each other.
    - ii. To frame good questions you often need to think critically about your initial reactions to a reading. This post by Caleb McDaniel offers some suggestions about how to do that: "How to Discuss a Book for History," (August 19, 2013), <http://wcm1.web.rice.edu/howtodiscuss.html>
    - iii. Keep your questions short and do not spend too much time polishing the writing – this assignment will be graded pass/fail.
2. **Spatial History Concepts (20%)**
  - a. Contribute to a spatial history glossary of concepts and terms (5% X 2). *Due no later than 12 noon on the day of class*
    - i. *For two weeks of class, you will contribute 100-250-word definitions of the topic of the class and at least one term used in the required readings for that class to the shared Google doc glossary. Do not contribute glossary entries for the class when you are reviewing a project or a tool.*
      1. You will briefly explain your definition in class, focusing on the key elements and the areas of debate, as well as how the topic/approach **relates to those already in the glossary**.
    - ii. *In the weeks when you are not contributing the glossary entries, you will identify one concept in the glossary that appears in a reading assigned for that week and briefly annotate the existing glossary entries with*

comments on how it is defined and used in that readings (make sure your annotation includes a citation to where in the reading the concept is discussed).

- b. Create your own definitions of spatial history concepts (10%) *Due no later than 12 noon on April 24*
  - i. Write 250-word definitions of place, space, and two other concepts of your choice from the glossary.
  - ii. Each definition should explain the concept and how your definition draws on and relates to how other scholars have defined the concept.
  - iii. In the final class meeting we will discuss the definitions created by the class
  - iv. Submit your assignment by email to Prof. Robertson

3. **Project review (10% X 3)** - *Due no later than 12 noon on the day of the related class*

- a. For each week of the class there are suggested additional projects. For three classes you will write a 750-1000-word review of one of those projects. If possible, only one student will review a project each week. *Do not choose a project from the class in which you are reviewing a tool or creating a glossary entry.*
- b. The projects are a mix of articles, articles with related websites, and freestanding websites. Explain the project's argument, how effective it is (what works, what could be further developed, what is missing), the source base, the theoretical framework and how it defines spatial history concepts, what tools and visualizations it employs, and how it relates to the other projects we are reading and fits into the field of spatial history. Do not just describe a project; evaluate how well it does in regard to these features.
- c. For suggestions on how to review digital elements of the project, consult the *Journal of American History's* Digital History guidelines, <https://jah.oah.org/submit/digital-history-reviews/>
- d. You will briefly present your project in class. In no more than 5 minutes, relate the project to the required readings for the class: compare its sources, approach, tools, and argument. Pose a question to the class that the project raises about the week's topic for discussion.
- e. Submit your assignment by email to Prof. Robertson.

4. **Essay/Project (40%)** – *Draft due by 11.59PM on Friday, April 2; Final version due by 11:59PM on Sunday, May 5.*

Choose one of these options by week 8, for discussion in one-on-one meetings that week.

- A 15-page historiographical essay responding to a prompt Prof. Robertson will provide. The prompt will ask you to synthesize the readings for the course and construct an analytic argument about the field of spatial history based on a close reading of those projects. *The prompt will be made available after class on April 15.*
- A 15-page historiographical essay on a topic of your choice, based on 8-10 projects, at least 6 of which must be read exclusively for this assignment.
  - You could choose one of the weekly topics and examine additional projects.
  - You could explore spatial history in a specific historical field, drawing on readings from different weeks of the class (eg the 19<sup>th</sup> century US, or Early Modern Europe, or environmental history or the history of sexuality). Note: there is not sufficient scholarship for such an essay in every historical field.
- A proposal for a spatial history project. It should describe the research question, sources, how data is created, tools used, and how the project fits in the field of spatial history and include wireframes or a prototype.
- Something else that you propose.

### Grading Scale

The following grading scale from the Graduate Catalog is in effect for this course.

A+	99-100	4.00
A	93-98	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	70-79	2.00
F	69 and below	0.00

### Schedule & Readings

- *All the readings are available online through the GMU library; there are no books to purchase for this class. You can access the readings from the course website: <https://drstephenrobertson.com/hist688>*

## 1. (January 17): **Spatial History: concepts and approaches**

### Readings

- a. Richard White, "What is Spatial History" (2010)  
<https://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29>
- b. Jo Guldi, *What is the Spatial Turn?*, in *Spatial Humanities* (Scholars' Lab, 2011),  
<http://spatial.scholarslab.org/spatial-turn/> [only 'Introduction' & 'The Spatial Turn in History']
- c. Ian Gregory, Don DeBats, and Don Lafreniere, "Spatial history, history & GIS," in *The Routledge Companion to Spatial History*, ed Ian Gregory, Don DeBats, and Don Lafreniere (Routledge, 2018).  
<https://doi.org/10.4324/9781315099781>.
- d. Trevor M Harris, John Corrigan, and David J. Bodenhamer. "Challenges for the Spatial Humanities: Toward a Research Agenda," in *The Spatial Humanities*, ed David J. Bodenhamer, John Corrigan, and Trevor M. Harris (Indiana University Press, 2010), 167–76, <http://www.jstor.org/stable/j.ctt16gzj77.13>.
- e. John Agnew, "Space and Place," in John A. Agnew and David N. Livingstone (eds.) *Sage Handbook of Geographical Knowledge* (London: Sage Publications, 2011), <https://geog.ucla.edu/sites/default/files/users/jagnew/416.pdf>
- f. Tim Cresswell, "Defining Place," in *Place: An Introduction* (Wiley, 2014),  
<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=1780033&ppg=15>

### Resource:

- a. "DH GIS Projects," *Anterotesis* (a list compiled by John Levon, containing 229 projects, c January 2021) <http://anterotesis.com/wordpress/mapping-resources/dh-gis-projects/>
- b. "How We Work," *Imperiia: a spatial history of the Russian Empire*,  
<https://scalar.fas.harvard.edu/imperiia/methodology>.

## 2. (January 24): **Maps & Gazetteers**

### Readings:

- a. Shannon Mattern, "Gaps in the Map: Why We're Mapping Everything," *Words in Space* (September 18, 2015), <https://wordsin.space.net/2015/09/18/gaps-in-the-map-why-were-mapping-everything-and-why-not-everything-can-or-should-be-mapped/>
- b. *Mapping Inequality* -  
<https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>
  - a. N. D.B. Connolly, LaDale Winling, Robert K Nelson, and Richard Marciano. "'Big Data' Meets Social History in the Story of Redlining," In *The Routledge Companion to Spatial History*, ed Ian Gregory, Don DeBats, and Don Lafreniere (Routledge, 2018), <https://www->

[taylorfrancis-com.mutex.gmu.edu/chapters/mapping-inequality-connolly-ladale-winling-robert-nelson-richard-marciano/e/10.4324/9781315099781-29?context=ubx&refId=850416f1-b514-4347-858a-2142edbfef80](https://taylorfrancis-com.mutex.gmu.edu/chapters/mapping-inequality-connolly-ladale-winling-robert-nelson-richard-marciano/e/10.4324/9781315099781-29?context=ubx&refId=850416f1-b514-4347-858a-2142edbfef80)

- c. Humphrey Southall, Ruth Mostern, and Merrick Lex Berman. "On Historical Gazetteers." *International Journal of Humanities and Arts Computing* 5, no. 2 (October 1, 2011): 127–45. <https://doi.org/10.3366/ijhac.2011.0028>.
- d. Ryan Horne and Ruth Mostern, "Landscapes in Motion: Cartographies of Connectivity and the Place of Physical Geography in the Environmental and Spatial Humanities," in *Routledge Handbook of the Digital Environmental Humanities*, eds Charles Travis, Deborah P. Dixon, Luke Bergmann, Robert Legg, Arlene Crampsie (London: Routledge, 2022), 470-89, <https://www-taylorfrancis-com.mutex.gmu.edu/chapters/edit/10.4324/9781003082798-38/landscapes-motion-ryan-horne-ruth-mostern?context=ubx&refId=88a3b085-69bd-462d-8844-1591c87c7dad>.

#### *Suggested Projects*

- *Atlas of the Historical Geography of the United States*: <https://dsl.richmond.edu/historicalatlas/>
- *World Historical Gazetteer* - <http://whgazetteer.org/>
- *Pleiades* - <https://pleiades.stoa.org/home>
  - "Conceptual Overview," <https://pleiades.stoa.org/help/conceptual-overview>
  - "Concepts and Features," <https://pleiades.stoa.org/help/concepts>

#### *Tools:*

- Mapwarper: <https://mapwarper.net/>
  - SSRC tutorial: <https://labs.ssrc.org/dds/articles/map-warper-tutorial/>
  - Lincoln Mullen tutorial: <https://lincolnmullen.com/projects/spatial-workshop/georectification.html>
  - NYPL Mapwarper: <http://maps.nypl.org/warper/>
- Georeferencer (David Rumsey Collection): <https://www.davidrumsey.com/view/georeferencer>
- Georeferencing in QGIS
  - Jim Clifford, Josh MacFadyen, and Daniel Macfarlane, "Georeferencing in QGIS 2.0," *The Programming Historian*, <https://programminghistorian.org/en/lessons/georeferencing-qgis>
  - Fred Gibbs, "Using Historic Maps with QGIS," <http://fredgibbs.net/tutorials/qgis/overlaying-historic-maps-with-qgis.html>
  - [or for QGIS 3.0 - [https://www.qgistutorials.com/en/docs/3/georeferencing\\_basics.html](https://www.qgistutorials.com/en/docs/3/georeferencing_basics.html)]



### 3. (January 31): **Quantitative Spatial Analysis (Historical GIS)**

#### *Readings*

- a. Karen Kemp, "Geographic Information Science and Spatial Analysis for the Humanities," in *The Spatial Humanities: GIS and the Future of Humanities Scholarship*, ed David Bodenhamer, John Corrigan and Trevor Harris (Indiana University Press, 2010), <http://www.jstor.org/stable/j.ctt16gzj77.6>
- b. Colin Gordon, "Lost in Space, or Confessions of an Accidental Geographer," *International Journal of Humanities and Arts Computing* 5, no. 1 (March 1, 2011): 1–22. <https://doi.org/10.3366/ijhac.2011.0018>.
  - a. *Mapping Decline: St Louis and the American City*, <http://mappingdecline.lib.uiowa.edu/map/>
- c. Geoff Cunfer, "Scaling the Dust Bowl," in *Placing History*, ed Anne Kelly Knowles and Amy Hillier (ESRI Press, 2008), <http://downloads2.esri.com/ESRIpress/images/133/knowles.pdf>.
- d. Robert Schwartz and Thomas Thevenin, "Railways & Agriculture in France and Great Britain, 1850-1914," in *Toward Spatial Humanities*, ed Ian Gregory and Alistair Geddes (Indiana University Press, 2014), <http://www.jstor.org/stable/j.ctt16gz7s5.6>

#### *Suggested projects*

- Brian Page and Eric Ross. "Envisioning the Urban Past: GIS Reconstruction of a Lost Denver District." *Frontiers in Digital Humanities* 2 (2015). <https://doi.org/10.3389/fdigh.2015.00003>.
- Anne Knowles, "Mapping the American Iron Industry," In *The Routledge Companion to Spatial History*, ed Ian Gregory, Don DeBats, and Don Lafreniere (Routledge, 2018), <http://www.jstor.org/stable/25096481>
- Zephyr Frank, "Layers, Flows and Intersections: Jeronymo José de Mello and Artisan Life in Rio de Janeiro, 1840s-1880s," *Journal of Social History* 41, no. 2 (2007): 307–28, <http://www.jstor.org/stable/25096481>
- Sarah Collins, "A Visualization Tool for 1790s Charleston: Locating an Enslaved Population Using GIS," *Journal of Urban History* 49, 6 (2023): 1342–1357, <https://journals.sagepub.com/doi/10.1177/00961442211048500>.

#### *Tool: QGIS*

- [beginner] *The Programming Historian* tutorials:
  - "Installing QGIS 2.0 and Adding Layers" <https://programminghistorian.org/en/lessons/qgis-layers>
  - "Creating New Vector Layers in QGIS 2.0" <https://programminghistorian.org/en/lessons/vector-layers-qgis>
- Jessica Otis, "QGIS," <https://jessicaotis.com/tutorials/qgis/>

- Fred Gibbs, "Making a Map with QGIS [3 tutorials]," <http://fredgibbs.net/tutorials/qgis/making-a-map-with-qgis.html>
- [more advanced] Brandon Buck, "QGIS Tutorial," *Mapping Early American Elections*, <https://earlyamericanelections.org/blog/2019/04/30/qgis-tutorial.html>

#### 4. (February 7): **Qualitative Spatial Analysis (Web Mapping)**

##### *Readings*

- Todd Presner, and David Shepard, "Mapping the Geospatial Turn," In *A New Companion to Digital Humanities*, edited by Susan Schreibman, Ray Siemens, and John Unsworth, 199–212. Chichester, UK: John Wiley & Sons, Ltd, 2015. <https://doi.org/10.1002/9781118680605.ch14>.
- Edward L. Ayers and Scott Nesbit, "Seeing Emancipation: Scale and Freedom in the American South." *The Journal of the Civil War Era* 1, no. 1 (2011): 3–24. <https://doi.org/10.1353/cwe.2011.0013>.
  - Visualizing Emancipation* - <https://dsl.richmond.edu/emancipation/>
- Nicholas Terpstra, "Locating the sex trade in the early modern city: Space, sense and regulation in sixteenth-century Florence," In *Mapping Space, Sense, and Movement in Florence: Historical GIS and the Early Modern City*, ed Nicholas Terpstra and Colin Rose. Basingstoke: Routledge, 2016. [http://web.a.ebscohost.com.mutex.gmu.edu/ehost/ebookviewer/ebook/bmxlYmtfXzExNjYxMzRfX0FO0?sid=fda9b719-99b0-4e4f-8b57-46d18be53198@sessionmgr4006&vid=0&format=EB&lpid=lp\\_147&rid=0](http://web.a.ebscohost.com.mutex.gmu.edu/ehost/ebookviewer/ebook/bmxlYmtfXzExNjYxMzRfX0FO0?sid=fda9b719-99b0-4e4f-8b57-46d18be53198@sessionmgr4006&vid=0&format=EB&lpid=lp_147&rid=0)
  - Decima* - <https://decima-map.net/> & <https://decima-map.net/maps/sex-and-the-sacred/>
- Cameron Blevins, "Space, Nation, and the Triumph of Region: A View of the World from Houston," *Journal of American History* 101, no. 1 (June 1, 2014): 122–47. <https://doi.org/10.1093/jahist/jau184>.
  - Cameron Blevins, "Mining and Mapping the Production of Space," <http://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=93>

##### *Suggested projects*

- *Mapping American Social Movements*: <https://depts.washington.edu/moves/index.shtml>
- *Digital Harrisburg*: <https://digitalharrisburg.com/>
- *Mapping the Gay Guides* - <http://www.mappingthegayguides.org/>
- *Mapping Early Modern London*: <https://mapoflondon.uvic.ca/map.htm>
- *Medieval Murder Maps*: <https://medievalmurdermap.co.uk/>.
- *Mapping Historical New York*: <https://mappinghny.com/>.

## Tools

- Leaflet
  - Ethan Watrall, "Webmapping (with Leaflet) Lab," <https://github.com/msu-anthropology/anp412-webmapping-lab>
  - Mauricio Giraldo Arteaga, "From Paper Maps to the Web," NYPL Labs, <https://www.nypl.org/blog/2015/01/05/web-maps-primer>
  - Kim Pham, "Web Mapping with Python and Leaflet, *The Programming Historian*, <https://programminghistorian.org/en/lessons/mapping-with-python-leaflet>
- Kepler: <https://kepler.gl/>
  - Stephen Robertson, "Digital Mapping with kepler.gl," <https://drstephenrobertson.com/blog-post/teaching-digital-mapping-with-kepler-gl/> [update export]
- Carto: <https://carto.com/>
  - SSRC tutorial: <https://labs.ssrc.org/dd/articles/data-maps-and-carto-tutorial/>
- Tableau: <https://public.tableau.com/en-us/s/>
  - Miriam Posner tutorial: [https://github.com/miriamposner/tableau\\_maps\\_1/blob/master/make-a-map-with-tableau.md](https://github.com/miriamposner/tableau_maps_1/blob/master/make-a-map-with-tableau.md)

## 5. (February 14) **3D**

### Readings:

- a. Elaine A. Sullivan, Angel David Nieves, and Lisa M. Snyder, "Making the Model: Scholarship and Rhetoric in 3-D Historical Reconstructions," In *Making Things and Drawing Boundaries*, ed. Jentery Sayers (Minneapolis: University of Minnesota Press, 2017), <https://dhdebates.gc.cuny.edu/read/untitled-aa1769f2-6c55-485a-81af-ea82cce86966/section/d441edf8-4e56-4721-a3f4-0a9a1674c15f#ch35>.
- b. Susannah Ottaway and Austin Mason, "[Reconsidering Poor Law Institutions By Virtually Reconstructing and Reviewing an Eighteenth-Century Workhouse](#)," *The Historical Journal* 64, 3 (2021): 557-82.
- c. Elaine Sullivan, *Constructing the Sacred: Visibility and Ritual Landscape at the Egyptian Necropolis of Saqqara* (Stanford University Press, 2020), <https://constructingthesacred.org/>. (Introduction only)
- d. Piergabriele Mancuso, "Archival Research, Virtual Reality, and 3D Modeling: Toward a Comprehensive Reconstruction of the Ghetto of Florence," in *Jewish Studies in the Digital Age*, ed Gerben Zaagsma, Daniel Stökl Ben Ezra, Miriam Rürup, Michelle Margolis, and Amalia S. Levi (De Gruyter, 2022),

<https://www-degruyter-com.mutex.gmu.edu/document/doi/10.1515/9783110744828-008/html>.

#### *Suggested Projects*

- Sheila Bonde, Clark Maines, Elli Mylonas, and Julia Flanders, "The Virtual Monastery: Re-Presenting Time, Human Movement, and Uncertainty at Saint-Jean-des-Vignes, Soissons," *Visual Resources* 25, no. 4 (December 1, 2009): 363–77. <https://doi.org/10.1080/01973760903331742>.
- Elizabeth Stewart, "3D GIS and 'The Royaltie Of Sight': Recreating 'Prospects' and 'Perspectives' within an English Designed Landscape c. 1550–1660," *Digital Scholarship in the Humanities* 34, no. Supplement\_1 (December 1, 2019): i179–89. <https://doi.org/10.1093/llc/fqz043>.
- Diane Favro, and Christopher Johanson, "Death in Motion: Funeral Processions in the Roman Forum," *Journal of the Society of Architectural Historians* 69, no. 1 (March 1, 2010): 12–37. <https://doi.org/10.1525/jsah.2010.69.1.12>.

#### *Tool:*

- SketchUp
  - LinkedIn Learning: <https://www.linkedin.com/learning/learning-sketchup-free/bring-your-3d-ideas-to-life?u=42290089> (<https://its.gmu.edu/service/linkedinlearning/>)
  - 3D Vermont [Buildings using Google Earth], [https://www.youtube.com/watch?v=Ejy\\_osEnPaQ](https://www.youtube.com/watch?v=Ejy_osEnPaQ)

## 6. (February 21): **Maps as Interfaces for Collections**

#### *Reading:*

- a. Johanna Drucker, "Interface and Interpretation," *Graphesis: Visual Forms of Knowledge Production* (2014), 138-152
- b. *Photogrammar* - <http://photogrammar.org/map/>
  - i. Taylor Arnold, Stacey Maples, Lauren Tilton, and Laura Wexler. "Uncovering Latent Metadata in the FSA-OWI Photographic Archive." *Digital Humanities Quarterly* 011, no. 2 (March 12, 2017), <http://www.digitalhumanities.org/dhq/vol/11/2/000299/000299.html> [focus on section on map]
  - ii. Taylor Arnold, Nathaniel Ayers, Justin Madron, Robert Nelson, and Lauren Tilton, "Visualizing a Large Spatiotemporal Collection of Historic Photography with a Generous Interface," *5th Workshop on Visualization for the Digital Humanities*, September 4, 2020. <http://arxiv.org/abs/2009.02242>.

- c. Felicity McWilliams, "A Sense of Place: Digitally mapping museum collections." *Journal of Museum Ethnography*, no. 27 (2014): 46–62, <http://www.jstor.org/stable/43915862>
  - i. Museum of English Rural Life, Bucklebury collections, *Historypin* - <https://www.historypin.org/en/collections/search/project:Bucklebury/sort/popular/paging/1>
- d. *American Panorama: Overland Trails* - <https://dsl.richmond.edu/panorama/overlandtrails/#loc=5/-5.200/0.330&date=1/1/1840>

### *Suggested Projects*

- Museum interfaces [review all three]:
  - Royal Collections: <https://www.rct.uk/collection/near-you#/page/1>
  - Penn Museum: <https://www.penn.museum/collections/map/>
  - British Films: <https://player.bfi.org.uk/britain-on-film/map>
- *Refugee Map* (Weiner Holocaust Museum): <https://www.refugeemap.org/>.
- *Discover New York City Landmarks*: <https://nyclpc.maps.arcgis.com/apps/webappviewer/index.html?id=93a88691cace4067828b1eede432022b>

### *Tools*

- *HistoryPin*: <https://www.historypin.org/en/>.
- Omeka, with Geolocation plugin
  - Geolocation, <https://omeka.org/classic/docs/Plugins/Geolocation/>.
- Omeka S, with Mapping module
  - Mapping, <https://omeka.org/s/docs/user-manual/modules/mapping/>.

## 7. (February 28): **Deep Maps**

### *Readings*

- a. Trevor Harris, John Corrigan and David Bodenhamer, "Engaging Deep Maps," in *Deep Maps and Spatial Narratives*, ed David Bodenhamer, John Corrigan and Trevor Harris (Bloomington: Indiana University Press, 2015) <https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=4697517&ppg=18>
- b. *Deep Mapping Middletown*, Workshop (2022), <https://dmm.bsudsl.org/presentations/>.
- c. *Locating London's Past* - <https://www.locatinglondon.org/>
  - i. Tim Hitchcock, "Place and the Politics of the Past," *Historyonics* (July 11, 2012): <http://historyonics.blogspot.com/2012/07/place-and-politics-of-past.html>
- d. *Keweenaw Time Traveler*: <https://www.keweenawhistory.com/>

- i. Timothy Stone, Don Lafreniere & Rose Hildebrandt, "Deep mapping the daily spaces of children and youth in the industrial city," *Historical Methods* 55, 4 (2022): 209-27, <https://doi.org/10.1080/01615440.2022.2080135>.

*Suggested projects:*

- *Civil War Washington* - <http://civilwardc.org/>
- *Gathering Places: Religion & Community in Milwaukee* - <https://liblamp.uwm.edu/omeka/gatheringplaces/>.
- *Chicana/o Activism in the Southern Plains Through Time and Space*
  - Joel Zapata, "Taking Chicana/o Activist History to the Public: Chicana/o Activism in the Southern Plains through Time and Space." *Great Plains Quarterly* 38, no. 4 (2018): 407-24. <https://doi.org/10.1353/gpq.2018.0062>.

*Tool:*

- Neatline, <https://neatline.org/> [requires web hosting & Omeka]
  - Doing Digital History 2016 tutorial, <http://history2016.doingdh.org/neatline-tutorial/>
  - Brandon Locke, leadr, <https://leadr-msu.github.io/neatline/>
  - Hannah Jacobs, Wired1 Guide: Neatline, <https://docs.google.com/document/d/1BUyitAKg70ojnVW5WMnhbbh2BWI/NKojZwjJEEHcX-5Q/edit>

## 8. (March 13) **Spatial Public History and Virtual & Augmented Reality**

*Readings:*

- a. David Rosenthal, "Revisioning the city: Public history and locative digital media," in *Hidden Cities: Urban Space, Geolocated Apps and Public History in Early Modern Europe* ed Fabrizio Nevola, David Rosenthal and Nicholas Terpstra (London: Routledge, 2022), 21-38, <https://www.taylorfrancis-com.mutex.gmu.edu/chapters/oa-edit/10.4324/9781003172000-3/revisioning-city-david-rosenthal?context=ubx&refId=f239be4f-e52d-4bf0-9e82-d148e94ca8a2>.
- b. *HiddenCity*: <https://hiddencities.eu/>.
  - i. Fabrizio Nevola, "Introduction," in *Hidden Cities: Urban Space, Geolocated Apps and Public History in Early Modern Europe* ed Fabrizio Nevola, David Rosenthal and Nicholas Terpstra (London: Routledge, 2022), 1-17, <https://www.taylorfrancis-com.mutex.gmu.edu/chapters/oa-edit/10.4324/9781003172000-1/introduction-fabrizio-nevola?context=ubx&refId=accae2bd-89cb-4eed-a4e8-9f75d6eac37d>.

- c. *Keweenaw Time Traveler*: <https://www.keweenawhistory.com/>
  - i. Don Lafreniere, Luke Weidner, Daniel Trepal, Sarah Fayen Scarlett, John Arnold, Robert Pastel, and Ryan Williams. "Public Participatory Historical GIS." *Historical Methods: A Journal of Quantitative and Interdisciplinary History* 52, no. 3 (July 3, 2019): 132–49.  
<https://doi.org/10.1080/01615440.2019.1567418>.
- d. Kevin Kee, Eric Poitras, and Timothy Compeau, "History All Around Us: Toward Best Practices for Augmented Reality for History," in *Seeing the Past with Computers*, ed Kevin Kee and Timothy Compeau (University of Michigan Press, 2019), <http://www.jstor.org/stable/j.ctvnjbdr0.14>.
- e. Matthew Boswell and Antony Rowland, "Virtual Landscapes," in *Virtual Holocaust Memory* (New York: Oxford University Press, 2023),  
<https://academic-oup-com.mutex.gmu.edu/book/45400/chapter/389369609>.

*Suggested projects:*

- Brian Knoth, "Developing a Digital History Project for Newport, Rhode Island: A Case Study of a Multimedia Tour and Place-Based Audio Storytelling," *Preservation, Digital Technology & Culture* 52, 1 (2023): 31-46\*
- *City Witness (Medieval Swansea)*:  
<http://www.medievalswansea.ac.uk/en/tours/pavement-markers/index.html>
- *Layers of London* (Institute of Historical Research):  
<https://www.layersoflondon.org/>.
- *Facing the Past*: <https://www.facingthepast.org/>.
- *Histories of the National Mall* - <http://mallhistory.org/>
  - Sheila Brennan and Sharon Leon, *Building Histories of the National Mall* (2015) - <http://mallhistory.org/Guide/>
- *Digital Tours of the Nightingale-Brown House*:  
<http://cds.library.brown.edu/NBHouse/about>
- *Florence 4D*: <https://florence4d.org/s/florence4d/page/home>.
  - Donal Cooper, Fabrizio Nevola, Chiara Capulli, Luca Brunke, "3D models and locative AR: Hidden Florence 3D and experiments in reconstruction," *Hidden Cities: Urban Space, Geolocated Apps and Public History in Early Modern Europe* ed Fabrizio Nevola, David Rosenthal and Nicholas Terpstra (London: Routledge, 2022), 231-48, <https://www-taylorfrancis-com.mutex.gmu.edu/chapters/oa-edit/10.4324/9781003172000-15/3d-models-locative-ar-donal-cooper-fabrizio-nevola-chiara-capulli-luca-brunke?context=ubx&refId=2f899633-00fa-4959-953f-a3f577e317d6>.
- *Virtual MLK project*: <https://vmlk.chass.ncsu.edu/>.
  - Victoria Gallagher, Max Renner, and Derek Ham, "Crafting A Necessary Space: The Virtual MLK Project," Visualizing Objects,



Places, and Spaces: A Digital Project Handbook (2020),  
<https://doi.org/10.21428/51bee781.1848f8a9>.

*Tools:*

- Clio - <https://www.theclio.com/>
- Curatescape - <https://curatescape.org/> [requires web hosting & experience with Omeka], <https://github.com/CPHDH/Curatescape>
- Jacob Greene, "Creating Mobile Augmented Reality Experiences in Unity, *The Programming Historian* - <https://programminghistorian.org/en/lessons/creating-mobile-augmented-reality-experiences-in-unity>

9. (March 20) **Spatial Narratives**

*Readings*

- a. David Bodenhamer, "Narrating Space and Place," in *Deep Maps and Spatial Narratives* ed Bodenhamer, Corrigan and Harris (Indiana University Press, 2015) <https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=4697517&ppg=18>
- b. *Slave Revolt in Jamaica, 1760-1761* <http://revolt.axismaps.com/>.
  - i. Vincent Brown, "Mapping a Slave Revolt: Visualizing Spatial History through the Archives of Slavery." *Social Text* 33, no. 4 125 (December 2015): 134-41. <https://doi.org/10.1215/01642472-3315826>.
  - ii. Claudio Saunt, "Mapping Space, Power, and Social Life." *Social Text* 33, no. 4 125 (December 2015): 147-51. <https://doi.org/10.1215/01642472-3315850>.
  - iii. Natalie A. Zacek, "Reading the Rebels and Mining the Maps: Digital Humanities and Cartographic Narratives." *The American Historical Review* 121, no. 1 (February 2016): 167-75. <https://doi.org/10.1093/ahr/121.1.167>.
  - iv. Vincent Brown, "Narrative Interface for New Media History: *Slave Revolt in Jamaica, 1760-1761*." *The American Historical Review* 121, no. 1 (February 2016): 176-86. <https://doi.org/10.1093/ahr/121.1.176>.
- c. *Mapping Occupation* - <http://mappingoccupation.org/>
  - i. Stephanie Kingsley, "Plotting Freedom: Data Mapping Leads to New Visions of Reconstruction," *Perspectives on History* (Oct.1, 2016) - <https://www.historians.org/publications-and-directories/perspectives-on-history/october-2015/plotting-freedom-data-mapping-leads-to-new-visions-of-reconstruction>

*Suggested projects*

- *Southern Journey*: <https://dsl.richmond.edu/southernjourney/>



- *Enchanting the Desert*:  
<http://www.enchantingthedesert.com/console/#essay/17> (skim)
- *Mapping the Haitian Revolution*: <https://haiti.axismaps.io/>
- *Mapping Segregation in Washington, DC* – Story Maps:  
<http://www.mappingsegregationdc.org/index.html#story>.
- *Bodies and Structures 2.0: Deep-Mapping Modern East Asian History*:  
<https://bodiesandstructures.org/bodies-and-structures-2/index>. (choose one module)

#### Tools:

- StoryMapJS, <https://storymap.knightlab.com/>
  - Erin Bush tutorial, <http://teaching.erinbush.org/blog/2018/03/01/tutorial-creating-narrative-map-storymaps/>
  - Lindsay Wieck tutorial,  
[https://lindseywieck.org/fall\\_2016\\_sf/storymapjstutorial.html](https://lindseywieck.org/fall_2016_sf/storymapjstutorial.html)
- ArcGIS StoryMaps, <https://storymaps.arcgis.com/stories> [accessible with an ArcGIS public account (free)]
  - ESRI tutorial:  
<https://storymaps.arcgis.com/stories/cea22a609a1d4cccb8d54c650b595bc4>

### 10. (March 27): **Spatial Narratives in Print**

#### Readings

- a. Cameron Blevins, *Paper Trails: The U.S. Post and the Making of the American West* (New York: Oxford University Press, 2021), <https://academic-oup-com.mutex.gmu.edu/book/39550>.
- b. *Gossamer Network*: <http://gossamernetwork.com>.

#### Suggested projects:

- \*Sarah Eyerly, *Moravian Soundscapes: A Sonic History of the Moravian Missions in Early Pennsylvania* (Bloomington: Indiana University Press, 2020),  
<https://www-jstor-org.mutex.gmu.edu/stable/j.ctv10h9fkx>.
  - *Moravian Soundscapes*: <https://moraviansoundscapes.music.fsu.edu/>.
- Ruth Mostern, *The Yellow River: A Natural and Unnatural History* (Yale University Press, 2021), <https://www-jstor-org.mutex.gmu.edu/stable/j.ctv1vbd1d8>.

### 11. (April 3): **Network Maps**

#### Readings

- a. Dan Edelstein, Paula Findlen, Giovanna Ceserani, Caroline Winterer, and Nicole Coleman. "Historical Research in a Digital Age: Reflections from the Mapping the Republic of Letters Project." *The American Historical Review* 122, no. 2 (April 1, 2017): 400–424. <https://doi.org/10.1093/ahr/122.2.400>.
- b. Leo Barleta, "Spatial Genealogies: Mobility, Settlement, and Empire-Building in the Brazilian Backlands, 1650-1800," *Journal of Social History*, 54, no. 4 (2021): 1064–1090 – annotated version in *Models of Argument-Driven Digital History*, <https://model-articles.rrchnm.org/articles/barleta/>.
- c. Kimmo Elo, "Geospatial Social Networks of East German Opposition (1975-1989/90)." *Journal of Historical Network Research* 2, no. 1 (December 3, 2018): 143–65. <https://doi.org/10.25517/jhnr.v2i1.45>.
- d. Ryan Horne, "Digital Tools and Ancient Empires: Using Network Analysis and Geographic Information Systems to Study Imperial Networks in Hellenistic Anatolia," *Journal of World History* 32, 2 (2021): 321–343, <https://muse-jhu-edu.mutex.gmu.edu/article/794333>.

#### *Suggested projects*

- Sinja Clavadetscher, Stefanie Mahrer, and Stefanie Salvisberg, "Forced Academic Migration," in *Jewish Studies in the Digital Age*, ed Gerben Zaagsma, Daniel Stökl Ben Ezra, Miriam Rürup, Michelle Margolis, and Amalia S. Levi (De Gruyter, 2022), <https://www-degruyter-com.mutex.gmu.edu/document/doi/10.1515/9783110744828-006/html>.
- Clare Anderson, "Transnational Histories of Penal Transportation: Punishment, Labour and Governance in the British Imperial World, 1788–1939." *Australian Historical Studies* 47, no. 3 (September 2016): 381–97. <https://doi.org/10.1080/1031461X.2016.1203962>.
- Routes (review both):
  - *al-Turayya Project* <https://althurayya.github.io/#home>
  - *The Merchant Fleet of Late Medieval and Tudor England, 1400-1580*: [http://medievalandtudorships.org/search\\_map/](http://medievalandtudorships.org/search_map/)
- People (review both)
  - *Kindred Britain* (focus on the maps)
    - Notes on Kindred Britain: <https://kindred.stanford.edu/notes.html>
    - Kindred Britain 2.0: Kindred London - <http://web.stanford.edu/group/spatialhistory/cgi-bin/site/project.php?id=1121>
  - *In the Same Boats* - <https://sameboats.org/>

#### *Tool: Palladio*

- Palladio, <https://hdlab.stanford.edu/palladio/help/>
- Miriam Posner, "Getting started with Palladio," <https://miriamposner.com/blog/getting-started-with-palladio/>

## 12. (April 10) **Movement**

### *Readings*

- a. Walter Scheidel, "The Shape of the Roman World: Modelling Imperial Connectivity." *Journal of Roman Archaeology* 27 (ed 2014): 7–32.  
<https://doi.org/10.1017/S1047759414001147>.
  - i. *Orbis: The Stanford Geospatial Network Model of the Roman World*, <https://orbis.stanford.edu/>
  - ii. Elijah Meeks, "Why Update ORBIS," *Hestia* (blog), January 9, 2014.
  - iii. Elijah Meeks and Karl Grossner, "Modeling Networks and Scholarship with ORBIS," *Journal of Digital Humanities* 1, no. 3 (Summer 2012).
- b. Don Lafreniere and Jason Gilliland, "Revisiting the Walking City: A Geospatial Examination of the Journey to Work," In *Historical Geography, GIScience and Textual Analysis: Landscapes of Time and Place*, edited by Charles Travis, Francis Ludlow, and Ferenc Gyuris (Cham: Springer International Publishing, 2020), 85–111. [https://doi.org/10.1007/978-3-030-37569-0\\_6](https://doi.org/10.1007/978-3-030-37569-0_6).
- c. Paula Lupkin, "'Auteur' or Architectural Historian? Digitally Modeling the New York YMCA." *Visual Resources* 25, no. 4 (December 1, 2009): 379–402.  
<https://doi.org/10.1080/01973760903331973>. [focus on the section on circulation in the building]
- d. Harmony Bench, and Kate Elswit, "Katherine Dunham's Global Method and the Embodied Politics of Dance's Everyday," *Theatre Survey* 61, no. 3 (September 2020): 305–30. <https://doi.org/10.1017/S0040557420000253>.
  - i. *Dunham's Data*: <https://www.dunhamsdata.org/>

### *Suggested Projects*

- Erdem Kabadayi, Piet Gerrits and Grigor Boykov, "Geospatial mapping of a 16th century transport corridor for Southeast Europe," *Digital Scholarship in the Humanities* 37, 3 (2022): 788-812, <https://doi.org/10.1093/lhc/fqab084>.
- Patricia Murrieta-Flores, Christopher Donaldson, and Ian Gregory. "GIS and Literary History: Advancing Digital Humanities Research through the Spatial Analysis of Historical Travel Writing and Topographical Literature." *Digital Humanities Quarterly* 011, no. 1 (November 29, 2016), <http://www.digitalhumanities.org/dhq/vol/11/1/000283/000283.html>
- *Spanish Travellers Project* - <https://www.spanishtravelers.com/demotwo>
  - Afinoguénova, Eugenia, Stephen Appel, Andrea Ballard, and Mackenzi McGowan. "Letters from Spain in a Space-Time Box: Historical GIS with Timestamped Itineraries for Understanding the Chronotopes of Nineteenth-Century Travel Writing." *International Journal of Humanities and Arts Computing* 14, no. 1–2 (February 26, 2020): 119–33.  
<https://doi.org/10.3366/ijhac.2020.0248>.

- Andrew Sluyter, "Death on the Middle Passage: A Cartographic Approach to the Atlantic Slave Trade." *Esclavages & Post-Esclavages. Slaveries & Post-Slaveries*, no. 3 (November 27, 2020). <https://doi.org/10.4000/slaveries.3358>.
  - Atlantic Networks (Deaths on Slave Voyages):  
<https://sites.google.com/site/atlanticnetworksproject/home>
- Catherine Clarke, "[Place, identity and performance: spatial practices and social proxies in medieval Swansea](#)," *Journal of Medieval History* 41, 3 (2015): 256-72.
  - [City Witness Interactive Map](#)

### 13. (April 17) **Sensory Maps**

#### *Readings*

- Emily Thompson, "Making Noise in The Roaring Twenties: Sound and Aural History on the Web." *The Public Historian* 37, no. 4 (November 1, 2015): 91–110. <https://doi.org/10.1525/tpb.2015.37.4.91>. <NB requires Adobe Flash>
  - Draft revised version (original required Flash):  
<http://nycitynoise.com/>
- John Wall, "Transforming the Object of our Study: The Early Modern Sermon and the Virtual Paul's Cross Project," *Journal of Digital Humanities* 3, 1 (2014) <http://journalofdigitalhumanities.org/3-1/transforming-the-object-of-our-study-by-john-n-wall/>
- Moravian Soundscapes* (2020): <https://moraviansoundscapes.music.fsu.edu/>.
- Rachel Eu, "Sunlight and Gaslight: Mapping Light in Mid-Nineteenth-Century New York City." *Journal of Urban History*, July 8, 2020, <https://doi.org/10.1177/0096144220939874>.

#### *Suggested readings*

- Niall Atkinson, "Seeing Sound," In *Mapping Space, Sense, and Movement in Florence: Historical GIS and the Early Modern City*, ed Nicholas Terpstra and Colin Rose (Routledge, 2016),  
[http://web.b.ebscohost.com.mutex.gmu.edu/ehost/ebookviewer/ebook/bmxIYmtfXzExNjYxMzRfX0FO0?sid=1e77999a-a62d-45a2-b9f8-581cba402cbb@pdc-v-sessmgr01&vid=0&format=EB&lpid=lp\\_147&rid=0](http://web.b.ebscohost.com.mutex.gmu.edu/ehost/ebookviewer/ebook/bmxIYmtfXzExNjYxMzRfX0FO0?sid=1e77999a-a62d-45a2-b9f8-581cba402cbb@pdc-v-sessmgr01&vid=0&format=EB&lpid=lp_147&rid=0)
- *Essex Sounds*: <https://www.essexsounds.org.uk/>.
- Catriona Cooper, "The Sound of Debate in Georgian England: Auralising the House of Commons", *Parliamentary History* 38/1 (2019): 60–73,  
<https://onlinelibrary.wiley.com/doi/abs/10.1111/1750-0206.12413>.
- Olga Chesnokova, Joanna E. Taylor, Ian N. Gregory, and Ross S. Purves, "Hearing the Silence: Finding the Middle Ground in the Spatial Humanities? Extracting and Comparing Perceived Silence and Tranquility in the English Lake District." *International Journal of Geographical Information Science* 33, no.

12 (December 2, 2019): 2430–54.  
<https://doi.org/10.1080/13658816.2018.1552789>.

14. (April 24) **Revisiting Spatial History - concepts and approaches.**