SPATIAL HISTORY & HISTORICAL GIS

HIST 8540-001
Dr. Burd

CLEMSON
UNIVERSITY
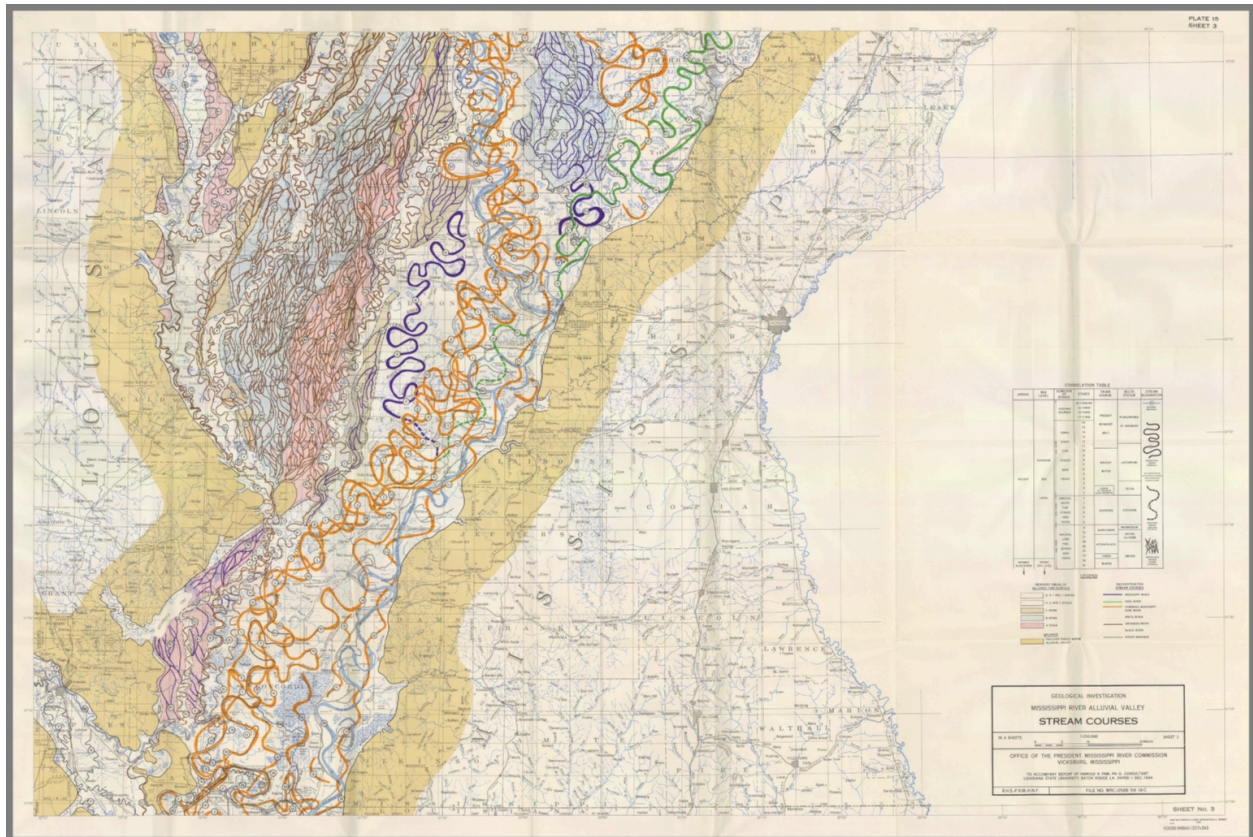
Spatial History and Historical GIS
HIST 8540-001 (& HIST 8540-002)
Fall 2024

Class Location: This class meets in-person, in Hardin Hall 230, for every session. The corresponding GIS Lab, that meets afterwards, will be in Hardin Hall 024.
Meeting Times: HIST 8540-001 4-6:30pm (HIST 8540-002 7-7:50pm)
Dr. Burd (Dr. Hsu for Lab)
Office Number: Hardin Hall 014
Student Hours Policy: I will be in my office, with the door open, on Monday mornings from 10:30-11:30am. This is meant to be a space where you can drop-in, chat, or ask questions about the course. I can also meet virtually or face-to-face with proper planning. Please email me to establish a time to meet.
Office Phone Number: My office does not have a phone but if for some reason you need to reach me via phone, call the History Department: (864)656-3153. (De. Hsu's hours may be different, please email him separately).
Email: cburd@clemson.edu (Dr. Hsu lichihh@clemson.edu)
Email Response Policy: I will try to answer emails as quickly as possible. That being said, I cannot get to every message right away. Therefore, I will commit to responding to any email within 24 hours on weekdays.

Course Description: Exploration of a topic in digital history, such as a particular technique for historical research or one type of project to share history with an audience. Students develop substantial projects of their own.

Course Overview: This course introduces graduate students to Spatial History as well as an introduction to GIS technologies. As such students will read and examine important works by academics interested in how a consideration of space, place, and geography can shape our understanding of the past. In addition to seminar discussion all students should also be registered for HIS 8540-002 GIS Lab. The lab meets, under the direction of Dr. Hsu, following the completion of HIS 8540-001. In the Lab, students will get hands-on experience with GIS.

Learning Objectives:
- Survey the field of spatial history and its applications in the development of historical scholarship.
- By understanding these concepts you should be able to comprehend and criticize digital history work.
- Work with GIS tools (mainly ArcGIS Online and ArcGIS Pro in order to not only understand how these maps and visualizations are built, but to understand how to build one yourself.

Required Texts: Many of the readings will be available through Cooper Library and/or Canvas. The following items you will need to acquire on your own:

- Brain Donahue, *The Great Meadow: Farmers and the Land in Colonial Concord* (New Haven: Yale University Press, 2004).

- Jen Jack Gieseking, *A Queer New York: Geographies of Lesbians, Dykes, and Queers* (New York: New York University Press, 2020).
- William Least Heat-Moon, *Prairy Erth: (A Deep Map)* (Boston: Houghton Mifflin Company, 1991). (other versions acceptable)

Assignments

Discussion and Attendance **(15%) -** You will come to class prepared to discuss the readings and digital projects. Each week, two people will be tasked to lead discussion. The class is yours, not mine; talk to each other. No personal attacks; be kind, but feel free to disagree, preferably passionately. Take personal responsibility for leading, not dominating, discussion. Listen. Think. Two of you every week will start the discussion, and it will not be someone I designate. Work together; work it out. Teach yourselves; that's what a humanist education means—that you are capable of teaching yourself new subjects of great complexity (maybe not brain surgery). You do not really need me here at all; well, maybe a little.

Spatial Review Essays **(30%) -** Over the course of the semester you will complete two larger, written reviews. These reviews are a synthesis of the week's readings and digital projects. Think of it as an argumentative essay where you are grappling with the assigned texts and considering them alongside the selected digital projects for that particular week. The following weeks are available for the review: (9/18, 9/25, 10/2, 10/9, 10/16, 11/6, 11/13, 11/20, 12/4). The reviews are due on the day where we are discussing those readings/projects.

The reviews will demonstrate to me your ability to identify the authors' arguments, design principles, breakdown the reading and digital project, and critically analyze the overall effectiveness of the text. I do not care whether you like the works; that is beside the point. You need to come to terms with them, while avoiding caricature and simple-minded reductionism. Try starting your analysis from a point of modesty; assume that the scholars are smarter than you are (not necessarily true) and know vastly more about the subject than you do (highly likely). If they make an argument that seems to you wrong, try to imagine their rejoinder to your criticism. Then, and only then, engage in critical analysis. Assume also that you do not know how to write a book or design a digital project as ambitious as the ones assigned; if you ever do, we will all be very proud.

More information will be provided regarding the reviews as that section of the course approaches.

GIS Lab Assignments **(20%)**- As part of this course, you are also enrolled in HIS 8540-002: GIS Lab. This lab is meant to be a designated space to learn the basics of ArcGIS and ArcGIS Pro. To that end, Dr. Hsu and I will be coordinating assignments that you will be required to complete throughout the semester. More information will be forthcoming regarding each exercise and activity.

Spatial History Project Proposal **(35%) -** Your final project for the semester is to complete a proposal for a spatial history project. The project should describe the research question, what sources you will use as part of this project, and how you will create the data. Be specific. Additionally, you should discuss the process by which you will collect, curate, and

build the project. Be sure to reference the readings and projects that we have discussed throughout the semester. The proposal should clearly demonstrate how it fits into the field of spatial history while making important interventions into a particular field of study. I do not expect you to carry-out or complete the project. However, I will expect to see a wireframe outlining how you envision data collection and overall construction.

Grading
This course follows the Clemson University Grading scale:

A	4.0		C+	2.34
A-	3.66		C	2
B+	3.34		C-	1.66
B	3		D	1
B-	2.66		F	0

I will work as quickly as possible to return grade materials to you. That being said, this is a large course which means it will take time to grade. You can expect to have graded materials within 10 days of completion.

Absence Policy & Late Work
Due dates for assignments are clearly marked on the syllabus and in Canvas which means there are few reasonable excuses for missing them. That being said, I want you to succeed in this course. If, for whatever reason, you miss an assignment or exam please reach out to me within 24 hours with proper documentation. We will establish time for you to complete the missed activity or exam.

Academic Honesty and AI
As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden. The use of artificial intelligence (AI) tools are not permitted for any work in this course, even with proper documentation and citation. I am interested in your ideas, interpretations, and voice. Therefore the use of AI tools directly conflicts with the goals of the course.

Accessibility
Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities. Students who experience a barrier to full access to this class should let the instructor know and are encouraged to request accommodations through SAS (Student Accessibility Services) as soon as possible.

To request accommodations through SAS, please see this link: www.clemson.edu/academics/student-accessibility-services/how-to-register/requesting-accommodations.

You can also reach out to SAS with questions by calling 864-656-6848, email CUSAS@clemson.edu or visiting SAS at the ASC Suite 239. Contact the office for the most updated drop-in schedule if you would prefer not to schedule an appointment.

The Clemson University Title IX Statement Regarding Non-Discrimination
Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy or related conditions (including pregnancy, childbirth, termination of pregnancy, lactation, recovery from the foregoing, or medical conditions related to the foregoing), national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sex discrimination (including sex-based harassment and sexual violence) as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Access Compliance and Education website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Assistant Vice President of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-3181 and her email address is alesias@clemson.edu. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

Emergency Preparation
Emergency procedures have been posted in all buildings and on all elevators. All students and employees should be familiar with guidelines from Clemson University Public Safety. Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:
1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.
2. Make a plan for how you would Run, Hide, and Fight in case of an active threat in this building, and those that you visit regularly. For example:
   a. Run – what are all the possible exits in this building, and the routes to them?
   b. Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?
   c. Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for emergency alerts. Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.
4. Download the Rave Guardian app to your phone.
   (https://www.clemson.edu/cusafety/cupd/rave-guardian/)
5. Learn what you can do to prepare yourself for the hazards that affect our locations.
   (http://www.clemson.edu/cusafety/EmergencyManagement/)

Additional Technical Resources
Below, you will find a list of technical resources that you might find helpful throughout the semester as well as your time at Clemson University:

- Clemson Center for Geospatial Technologies https://www.clemsongis.org/
- Ian Gregory, *A Place In History: A Guide to Using GIS in Historical Research* https://www.lancaster.ac.uk/staff/gregoryi/g2gp/ig-gis.pdf
- ESRI Academy https://www.esri.com/training/

COURSE SCHEDULE

August 21 - Introductions & Expectations
　　LAB: Getting Setup with ArcGIS & Meet Dr. Li-Chih Hsu

August 28 - Considering Space and Place and History
　　Read: Charles W.J. Withers, "Place and the "Spatial Turn" in Geography and in History," *Journal of the History of Ideas* 70, no. 4 (2009): 637-658.
　　Read: Philip J. Ethington, "Placing the Past: 'Groundwork' for a Spatial Theory of History," *Rethinking History* 11, no. 4 (December 2007): 465–493.
　　Read: Excerpts from J.B. Jackson, *Landscape in Sight: Looking At America*, ed. Helen Lefkowitz Horowitz (New Haven: Yale University Press, 1997).
　　Read: Jared Farmer, "This Was the Place: The Making and Unmaking of Utah," *Utah Historical Quarterly* 82, no. 3 (2014): 184-193.
　　Read: Excerpts from Kate Brown, *Dispatches from Dystopia: Histories of Places Not Yet Forgotten* (Chicago: University of Chicago Press, 2015).

　　LAB: "GIS Basics" Esri Tutorial.
　　https://www.esri.com/training/catalog/5d9cd7de5edc347a71611ccc/gis-basics/

September 4 - What is Spatial History?
　　Read: Richard White, "What is Spatial History?" *Spatial History Lab*, February 1, 2010.
　　Read: Anne Kelly Knowles, "GIS and History," in *Placing History: How Maps, Spatial Data, and GIS are Changing Historical Scholarship*, ed. Anne Kelly Knowles (Redlands: ESRI Press, 2008), 1-26.
　　Read: David J. Bodenhamer, "History and GIS: Implications for the Discipline," in *Placing History: How Maps, Spatial Data, and GIS are Changing Historical Scholarship*, ed. Anne Kelly Knowles (Redlands: ESRI Press, 2008), 219-233.
　　Read: Ian Gregory and Alistair Geddes, "Introduction: From Historical GIS to Spatial Humanities: Deepening Scholarship and Broadening Technology," in *Toward Spatial Humanities: Historical GIS and Spatial History* (Bloomington: Indiana University Press, 2014), ix-xix.
　　Examine: *The Valley of the Shadow* https://valley.newamericanhistory.org/
　　Examine: *Mapping Medieval Chester* https://medievalchester.ac.uk/mappings/static.html

　　Due: Screenshot of Completion Screen from "GIS Basics" Tutorial
　　LAB: ArcGIS Online Basics (Points, Polygons, Lines, Layers)

September 11 - A Critical Eye Towards Mapmaking
　　Read: Excerpts from Mark Monmonier, *How to Lie With Maps* (Chicago: University of Chicago Press, 1991)

Read: Christina Boyles, Andrew Boyles Petersen, and Arun Jacob, "Operationalizing Surveillance Studies in the Digital Humanities," *Debates in the Digital Humanities 2023*, https://dhdebates.gc.cuny.edu/read/debates-in-the-digital-humanities-2023/section/c5cb9292-fe61-4971-8bd0-f2c8acc1d810

Read: Trevor M. Harris, John Corrigan, and David J. Bodenhamer, "Challenges for a Spatial Humanities: Toward a Research Agenda," in *The Spatial Humanities: GIS and the Future of Humanities Scholarship*, eds. David J. Bodenhamer, , John Corrigan, , and Trevor M. Harris (Bloomington: Indiana University Press, 2010), 167-176.

Read: Shannon Mattern, "Gaps in the Map: Why We're Mapping Everything," *Words in Space* (September 2015), https://wordsinspace.net/2015/09/18/gaps-inthe-map-why-were-mapping-everything-and-why-not-everything-can-orshould-be-mapped/

Examine: *Mapping Early American Elections* https://earlyamericanelections.org/

LAB ACTIVITY: ArcGIS Online Basics (Points, Polygons, Lines, Layers)

September 18 - Quantitative Spatial History

Read: Karen K. Kemp, "Geographic Information Science and Spatial Analysis for the Humanities," in *The Spatial Humanities: GIS and the Future of Humanities Scholarship*, eds. David J. Bodenhamer, , John Corrigan, , and Trevor M. Harris (Bloomington: Indiana University Press, 2010), 31-57.

Read: Robert M. Schwartz and Thomas Thevenin, "Railways and Agriculture in France and Great Britain, 1850-1914," in *Towards Spatial Humanities: Historical GIS & Spatial History* (Bloomington: Indiana University Press, 2014), 4-34.

Read: Bertrum H. MacDonald and Fiona A. Black, "Using GIS for Spatial and Temporal Analyses in Print Culture Studies: Some Opportunities and Challenges," *Social Science History* 24, no. 3 (2000): 505-536.

Read: Richard G. Healey and Trem R. Stemp, "Historical GIS as a Foundation for the Analysis of Regional Economic Growth: Theoretical, Methodological, and Practical Issues," *Social Science History* 24, no. 3 (2000): 575-612.

Examine: *Geography of the Post* https://cameronblevins.org/gotp/

Examine: *Invasion of America* https://usg.maps.arcgis.com/apps/webappviewer/index.html?id=eb6ca76e008543a89349ff2517db47e6

LAB: ArcGIS Online Layers (Using ArcGIS Living Atlas)

September 25 - Qualitative Spatial History

Read: Meghan Cope, "A History of Qualitative Research in Geography," in *The SAGE Handbook of Qualitative Geography* (Los Angeles: SAGE Publications, 2010), 25-45.

Read: John Corrigan, "Qualitative GIS and Emergent Semantics," in *The Spatial Humanities : GIS and the Future of Humanities Scholarship*, eds. David J. Bodenhamer, , John Corrigan, , and Trevor M. Harris (Bloomington: Indiana University Press, 2010), 76-88.

Read: Cameron Blevins, "Space, Nation, and the Triumph of Region: A View of the World from Houston," *Journal of American History* 101, no. 1 (2014): 122-147.

Read: 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.

Examine: *Visualizing Emancipation* https://dsl.richmond.edu/emancipation/

Examine: *American Religious Ecologies* https://religiousecologies.org/
Examine: *The Roaring Twenties* https://roaringtwenties.princeton.edu/

LAB: ArcGIS Online Layers (Importing Data)

October 2 - Environmental History

Read: Brain Donahue, *The Great Meadow: Farmers and the Land in Colonial Concord* (New Haven: Yale University Press, 2004).
Read: Geoff Cunfer, "Scaling the Dust Bowl," in *Placing History: How Maps, Spatial Data, and GIS are Changing Historical Scholarship*, ed. Anne Kelly Knowles (Redlands: ESRI Press, 2008), 95-122.
Read: Paul S. Sutter, "The World with Us: The State of American Environmental History," *The Journal of American History* 100, no. 1 (2013): 94-119.
Read: Gordon G. Whitney and Joseph DeCant, "Government Land Office Survey and Other Early Land Surveys," in *The Historical Ecology Handbook: A Restorationist's Guide to Reference Ecosystems*, ed. Dave Egan and Evelyn A. Howell (Washington D.C.: Island Press, 2001), 147-175.
Examine: *Casting Digital Nets* http://castingnets.unl.edu/
Examine: *Pox Americana*
https://usg.maps.arcgis.com/apps/webappviewer/index.html?id=2c94e981a6c6485ab0e26b
b680e0b063

LAB: Organizing Your Data for GIS, Thinking Spatially

October 9 - Urban History and GIS

Read: Donald A. DeBats and Ian N. Gregory, "Introduction to Historical GIS and the Study of Urban History," *Social Science History* 35, no. 4 (2011): 455-463.
Read: Andrew A. Beveridge, "The Development, Persistence, and Change of Racial Segregation in U.S. Urban Areas, 1880-2010," in *Toward Spatial Humanities: Historical GIS & Spatial History* (Bloomington: Indiana University Press, 2014), 35-61.
Read: Alan Burnstein, "Immigrants and Residential Mobility: The Irish and Germans in Philadelphia, 1850-1880," in *Philadelphia: Work, Space, Family, and Group Experience in the 19th Century*, ed. Theodore Hershberg (Oxford: Oxford University Press, 1981), 174-203.
Read: Excerpts Colin Gordon, *Mapping Decline: St. Louis and the Fate of the American City* (Philadelphia: University of Pennsylvania Press, 2008).
Read: Colin Gordon, "Lost in Space, Or Confessions of an Accidental Geographer," *International Journal of Humanities & Arts Computing* 5, no. 1 (2011): 1-22.
Examine: *Mapping Inequality* https://dsl.richmond.edu/panorama/redlining/
Examine: *Mapping Decline* http://mappingdecline.lib.uiowa.edu/map/
Examine: *Harlem in Disorder* https://harlemindisorder.org/

LAB: Organizing Your Data for GIS, Thinking Spatially

October 16 - Gender, Sexuality, and Geography

Read: Jen Jack Gieseking**,** *A Queer New York: Geographies of Lesbians, Dykes, and Queers* (New York: New York University Press, 2020).

Read: Michael Brown and Larry Knopp, "Queering the Map: The Productive Tensions of Colliding Epistemologies," *Annals of the Association of American Geographers* 98, no. 1 (2008): 40-58.

Read: Mei-Po Kwan, "Feminist Visualization: Re-envisioning GIS as a Method in Feminist Geographic Research, *Annals of the Association of American Geographers* 92, no. 4 (2002): 645-661.

Read: Sarah Deutsch, *Women and the City: Gender, Space, and Power in Boston, 1870-1940* (New York: Oxford University Press, 2000), 3-24.

Examine: *An Everyday Queer New York* https://jgieseking.org/AQNY/the-maps/

Examine: *Mapping the Gay Guides* https://www.mappingthegayguides.org/

Examine: *Mapping Women's Suffrage 1911* https://www.mappingwomenssuffrage.org.uk/

    LAB: Introduction to Georeferencing

October 23 - Guest Conversation - Drs. Don Lafreniere & Sarah Fayen Scarlett (Michigan Technological University)

Review: *Keweenaw Time Traveler* https://www.keweenawhistory.com/

Read: Humphrey Southall, Ruth Mostern, and Merrick Lex Berman, "On Historical Gazetteers," *International Journal of Humanities and Arts Computing* 5, no. 2 (2011): 127-145.

Examine: *Mapping Historical New York* https://mappinghny.com/

Examine: *Layers of London* https://www.layersoflondon.org/

    LAB: Georeferencing Continued

October 30 - Economic History, Social History, and Mapping & Guest Discussion Dr. Anne Kelly Knowles (University of Maine)

Read: Anne Kelly Knowles, *Mastering Iron: The Struggle to Modernize an American Industry, 1800-1868* (Chicago: University of Chicago Press, 2013).

Read: Anne Kelly Knowles, "Introduction," *Social Science History* 24, no. 3 (451-470)

Read: Jeremy Atack, "On the Use of Geographic Information Systems in Economic History: The American Transportation Revolution Revisited," *Journal of Economic History* 73, no. 2 (2013): 313-338.

Read: Sven Beckert, "History of American Capitalism," in *American History Now*, eds. Eric Foner & Lisa McGirr (Philadelphia: Temple University Press, 2011), 314-335.

Examine: *Holocaust Geographies Collaborative* https://holocaustgeographies.org/

    LAB: Introduction to ArcGIS Pro

November 6 - Deep Mapping

Read: William Least Heat-Moon, *Prairy Erth: (A Deep Map)* (Boston: Houghton Mifflin Company, 1991).

Read: David J. Bodenhamer, "The Varieties of Deep Maps," in *Making Deep Maps: Foundations, Approaches, and Methods,* eds. David J. Brodenhamer, John Corrigan, and Trevor M. Harris (Abdingoon, Oxon: Routledge, 2022), 1-16.

Read: Patricia Murrieta-Flores, Mariana Favila-Vázquez, and Aban Flores-Morán, "Indigenous Deep Mapping: A Conceptual and Representational Analysis of Space in Mesoamerica and New Spain," in *Making Deep Maps: Foundations, Approaches, and Methods,* eds.

David J. Brodenhamer, John Corrigan, and Trevor M. Harris (Abdingoon, Oxon: Routledge, 2022), 78-111.
Examine: *Imagining San Francisco* https://www.imaginedsanfrancisco.org/
Examine: *Decima* https://decima-map.net/

      LAB: ArcGIS Pro Continued

November 13 - Deep Mapping II
Read: Stephen Robertson and Lincoln A. Mullen, "Navigating through Narrative," in *Making Deep Maps: Foundations, Approaches, and Methods,* eds. David J. Brodenhamer, John Corrigan, and Trevor M. Harris (Abdingoon, Oxon: Routledge, 2022), 132-147.
Read: Trevor M. Harris, "Deep Geography–Deep Mapping: Spatial Storytelling and a Sense of Place," in *Deep Maps and Spatial Narratives* eds. David J. Dobenhamer, John Corrigan, Trevor M. Harris (Bloomington: Indiana University Press, 2015), 28-53.
Read: Philip J. Ethington and Nobuku, "Inscribing the Past: Depth as Narrative in Historical Spacetime," in *Deep Maps and Spatial Narratives* eds. David J. Dobenhamer, John Corrigan, Trevor M. Harris (Bloomington: Indiana University Press, 2015), 72-101.
Examine: *A Virtual Tour of the John Muir Trail* https://storymaps.arcgis.com/collections/20c6f3c4d39c427ea38f4fc85d9a9d81?item=11
Examine: *Enchanting the Desert* http://www.enchantingthedesert.com/home/

      LAB: ArcGIS StoryMaps

November 20 - Beyond Maps
Read: Bernadette Flynn, "The Morphology of Space in Virtual Heritage," in *Theorizing Digital Cultural Heritage: A Critical Discourse*, eds. Fiona Cameron and Sarah Kenderine (Boston: MIT Press, 2007), 349-368.
Read: Scot T. Refsland, Marc Tuters, and Jim Cooley, "Geo-Storytelling: A Living Archive of Spatial Culture," in *Theorizing Digital Cultural Heritage: A Critical Discourse*, eds. Fiona Cameron and Sarah Kenderine (Boston: MIT Press, 2007), 409-416.
Read: Elaine 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: Experiments in the Digital Humanities* (Minneapolis: University of Minnesota Press, 2017), 301-316.
Read: Costas Papadopoulous and Susan Schreibam, "Towards 3D Scholarly Editions: The Battle of Mount Street Bridge," *Digital Humanities Quarterly* 13, no. 1 (2019): http://digitalhumanities.org:8081/dhq/vol/13/1/000415/000415.html
Examine: *Digital Elmina* https://digitalelmina.org/
Examine: *Walden, A Game* https://www.waldengame.com/play-selfreliance

      LAB: Map Layout for Printing

November 27 – NO CLASS, THANKSGIVING HOLIDAY

December 4 - Spatial Thinking for Public History
Read: Mia Ridge, "Cultural Heritage Institutions and Deep Maps," *Making Deep Maps: Foundations, Approaches, and Method,* eds. David. J. Bodenhamer, John Corrigan, and Trevor M. Harris (Abingdon, Oxon: Routledge, 2022), 148-161.

Read: Fred Gibbs, "Mapping and Maps in Digital and Public History," in *Handbook of Digital Public History*, eds. Serge Noiret, Mark Tebeau, and Gerben Zaagsma (Berlin, Boston: De Gruyter Oldenbourg, 2022), 301-308.

Read: Karen Christianson, "Chicago 1919: A Citywide Conversation About Past and Present Racial Violence," *NCPH History @ Work,* October 12, 2020, https://ncph.org/history-at-work/chicago-1919-part-1/

Examine: *Chicago 1919: Confronting the Race* https://publications.newberry.org/chicago1919/

Examine: *Salt River Stories* https://saltriverstories.org/

Examine: *Histories of the National Mall* https://mallhistory.org/

LAB: Publishing ArcGIS Web App

December 11: Spatial History Project Proposal (Due at 11:59pm)