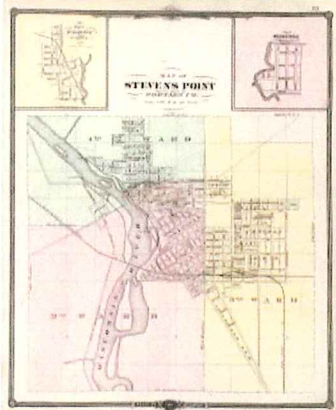


HIST 315/GEOG 391: MAPPING HISTORY – THE CITY

Spring 2017, University of Wisconsin, Stevens Point



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Course Schedule: 9:35-10:50am TR
Course Location: SCI A201

Overview of Course:

Today, a majority of humans on earth live in cities, not in the countryside. We only recently crossed this demographic threshold, but this transition has been a long time coming. Much of human history has focused on cities, and urban spaces have often been held up as centers of civilization, as opposed to the dangerous and chaotic world of nature or wilderness. Cities are often metonyms for larger entities, like governments (e.g. “Washington recently announced”), agencies (“Houston, we have a problem”), or industries (“Detroit makes cars Americans want”). Furthermore, much of global history has been shaped by the presence or absence of cities. For many 19th century scholars, cities were the places where history was made, and thus were closely associated with the west. And yet, cities have existed around the world for millennia.

In this course, we will examine the deep historical roots of the city, and explore different ways to do urban history. The course is divided into four parts. In Part I, we examine the foundations of the city and the study of the city in a historical context. In Part II we review different kinds of cities across historical and cultural boundaries, and how we can use urban space to answer questions about the city, and examine larger historical topics like colonialism, racism, capitalism, or migration. In Part III, students will learn about the tools and theories of geography and spatial analysis, and how we can apply these tools to answer some of the historical questions raised in Part I and II. Finally, in Part IV of the course, students will combine the tools and methods from Part II and III to produce a research project involving two components: 1) a series of historical urban maps, and 2) a written essay and/or presentation incorporating these maps. In doing so, students will be asked to communicate not only through the written and spoken word, but also graphically, in the form of maps and a research poster.

During the second half of the course, the class will be divided into two groups, and will meet on alternating days in the GIS lab located in the Science building. During this portion of the course, some content will be delivered and assessed online via D2L. Since the lab has limited space, this arrangement will ensure that students get the time and attention from the professor needed to complete their major project, while being able to complete check on their progress while outside the GIS lab.

Learning Outcomes:

After completing this course, students will be able to:

- Describe the development of cities in different cultural and historical contexts.
- Identify a historical question related to the city, and answer that question using both historical methods and GIS tools.
- Produce two or more accurate historical maps using approved online GIS tools.
- Articulate the benefits of combining geographical methods and cartography with historical research.

Interdisciplinary Studies Credit

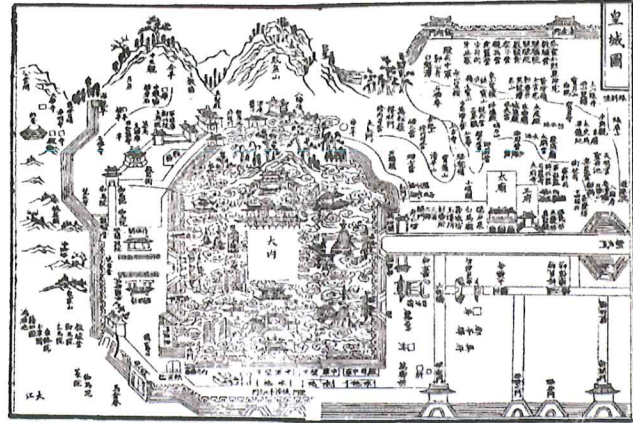
As an interdisciplinary class, students can have this class count for Interdisciplinary Studies (IS) credit. If you want this class to fulfill your IS requirement, you need to notify the instructor by Week 6.

Readings:

The course is designed around sets of core readings, online materials, and online exercises. Students are expected to do all the readings; optional readings are clearly indicated with double asterisks ‘**’.

There is no required textbook for this class; the following books, however, are well-written, thought-provoking, and are the sources of many of our readings:

- Kostof, Spiro. *The City Assembled: The Elements of Urban Form through History*. Boston: Little, Brown, 1992.
- Kostof, Spiro. *The City Shaped: Urban Patterns and Meanings through History*. Boston: Little, Brown, 1991.
- Nightingale, Carl H. *Segregation: A Global History of Divided Cities*. Chicago; London: The University of Chicago Press, 2012.
- Kenny, Nicolas, and Rebecca Madgin. *Cities Beyond Borders: Comparative and Transnational Approaches to Urban History*. Burlington, VT: Ashgate, 2015.
- McGee, T. G. *The Southeast Asian City: A Social Geography of the Primate Cities of Southeast Asia*. London: Bell, 1967.
- LeGates, Richard T., and Frederic Stout, eds. *The City Reader*. 6th edition. Milton Park, Abingdon, Oxon: Routledge, 2015.



In addition, students will also be asked to review the following websites from time to time:

- Global Urban History (blog): <https://globalurbanhistory.com/>
- Recent series on urban history in the Guardian, a major London-based newspaper: <http://www.theguardian.com/cities/series/the-story-of-cities>

Evaluation:

Grades will be based on the following: 1) participation and attendance; 2) four short reflection essays, given at the end of each section of the course; and 3) a series of historical maps to be completed using ArcGIS online; and 4) a written research presentation incorporating those maps, to be completed by week 15 and presented to the public at the COLS symposium in on May 5, 2017. The distribution of grades is as follows:

- | | |
|--------------------------------------|--------------------------------------|
| 1. Participation: 10% | 3. Historical GIS Maps: 25% |
| 2. Reflection Essays: 40% (10% each) | 4. Urban Space Research Project: 25% |

Mapping Urban History Research Project

Your major project for this class will consist of an analysis of historical issues through urban history and the creation of historical maps.

Throughout Part II of the course, we will devise a series of research topics focused on a particular city. Thus far, the following cities are available, but we are working on other options as well:

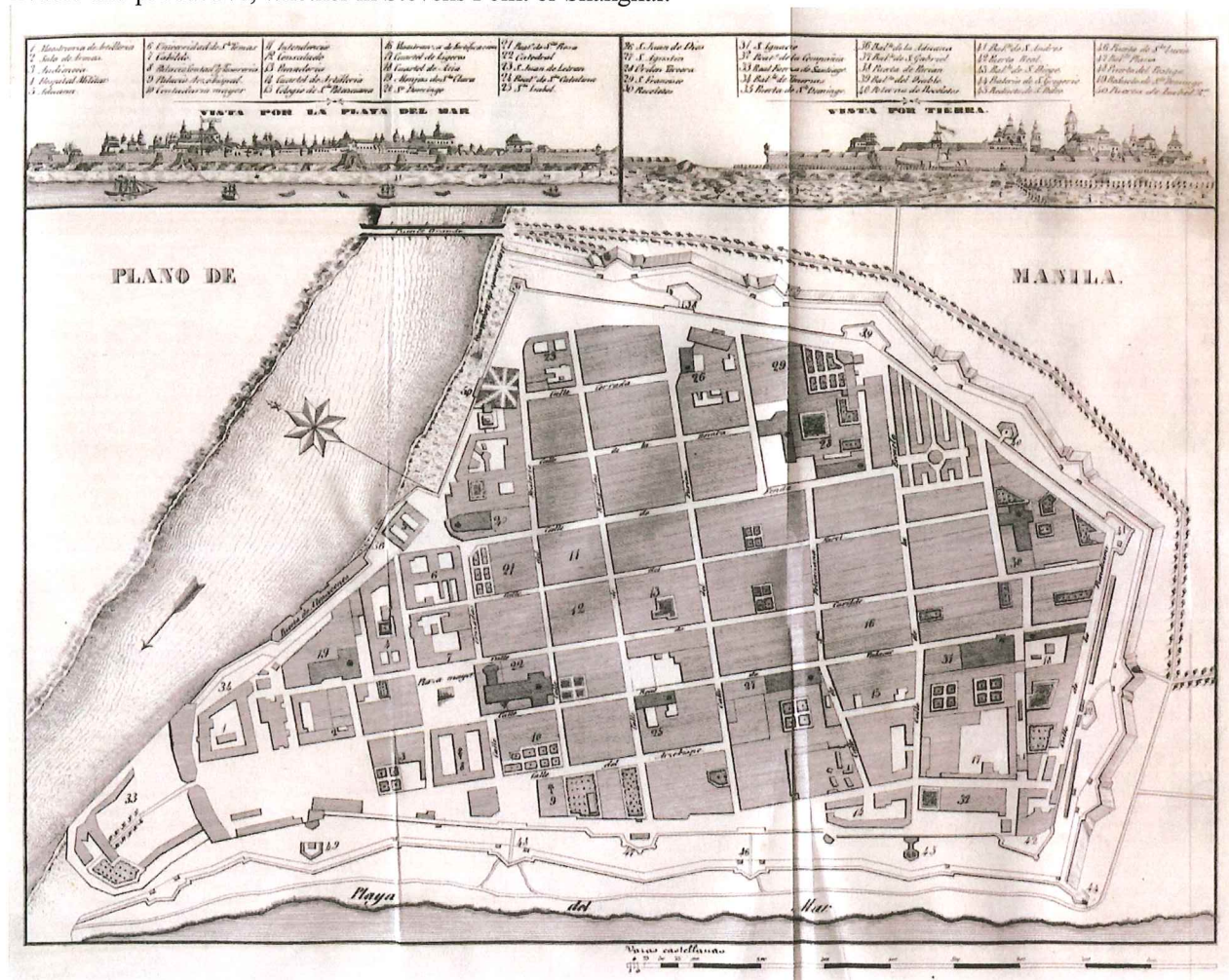
- Stevens Point, Wisconsin
- Shanghai, China
- Chiang Mai, Thailand
- Others TBD!

Students will work in teams or groups of three to produce a set of maps analyzing and explaining a particular aspect of the urban history in their chosen city, or how the transformation of urban space in that city reflects on larger historical trends. For example, how does the development of the UWSP campus in Stevens Point reflect the transformation of Wisconsin in the 1960s and 1970s? How does the spatial change of a city like Chiang Mai reflect the formation of the modern Thai state? How did the development of foreign settlements in Shanghai affect the growth of the city? Where is new development, and where do older neighborhoods survive? Where do people get their food in the city?

In Part II of the course, students will work with Prof. Easum to determine their research topics and questions for each group. In Part III, under the direction of Prof. Kennedy, students will begin to analyze these questions using the tools of GIS – Geographic Information Systems. Finally, in Part IV of the course, students will work in groups to create poster presentations incorporating their maps produced in the lab. Poster templates are available [here](#).

Students will also be prepared to present their findings at the College of Letters and Science Undergraduate Research Symposium on May 5th, 2017 in poster format.

Finally, on the scheduled final exam date and time, each group will present their research formally to the class in a mini-conference to end the semester, which will hopefully inspire us to use our research skills to make cities more livable and productive, whether in Stevens Point or Shanghai.



READINGS & TOPICS:

The readings and assignments will be adjusted as the course proceeds. This is a new course, so your feedback is always welcome!

PART I: WHAT IS A CITY ANYWAYS?

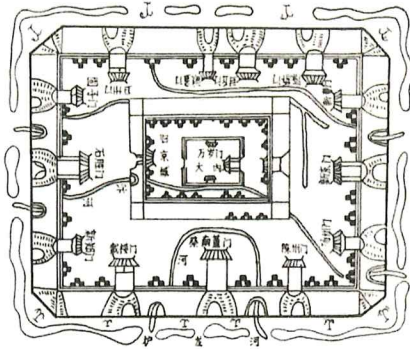
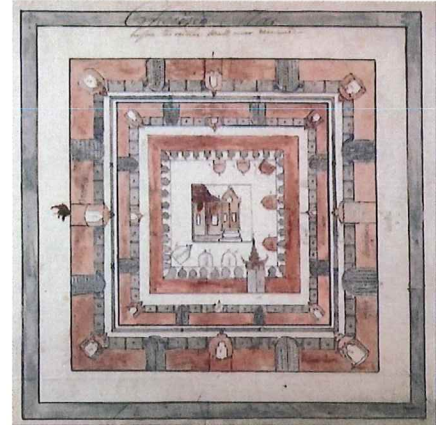
During the first part of the course, we will explore the origins and definitions of cities, as well as the development of urban history as a field of study.

Week 1: What is a city?

Mumford, Lewis. "What Is a City?" In *The City Reader*, edited by Richard T. LeGates and Frederic Stout, 183–88. London; New York: Routledge, 1996.

Redfield, Robert, and Milton B. Singer. "The Cultural Role of Cities." *Economic Development and Cultural Change* 3, no. 1 (October 1954): 53–73.

Lynch, Kevin. *A Theory of Good City Form*. MIT Press, 1981, Chapter 4 (Three Normative Theories).



Week 2: Origins

What are the origins of cities? Do all urban cultures share a similar trajectory?

Childe, V. Gordon, "The Urban Revolution," in *The City Reader*.

McGee, T. G. *The Southeast Asian City: A Social Geography of the Primate Cities of Southeast Asia*. London: Bell, 1967, chapter 2.

**Wheatley, Paul. *Nāgara and Commandery: Origins of the Southeast Asian Urban Traditions*. Chicago, Ill: University of Chicago, Dept. of Geography, 1983. Chap 1: "The City and Its Origins," pp. 1-41; Chap. 7: "Urban Genesis in the Indianized Territories," pp. 263-329.

**Schinz, Alfred. *The Magic Square: Cities in Ancient China*. Edition

Axel Menges, 1996. Chap. 2: "Antiquity: The Formative Period of Urbanism," pp. 27-110.

**Possehl, Gregory L. "Revolution in the Urban Revolution: The Emergence of Indus Urbanization." *Annual Review of Anthropology* 19, no. 1 (1990): 261–282.

Week 3: Studying the city

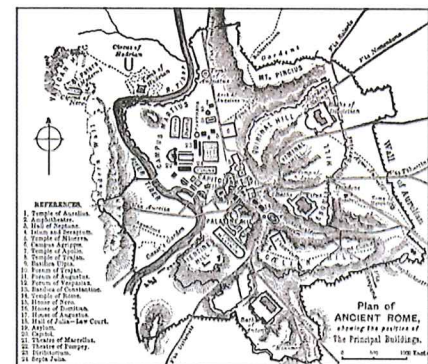
For this topic, we will compare the sections of Kostof with various case studies from several sources, including online sources and short articles. What are the spatial patterns of different cities?

Kenny, Nicolas, and Rebecca Madgin. "'Every Time I Describe a City': Urban History as Comparative and Transnational Practice." In *Cities Beyond Borders: Comparative and Transnational Approaches to Urban History*, (Burlington, VT: Ashgate, 2016), pp. 3-26.

'The Island' by Stephen Walter

Kostof, Spiro. *The City Shaped: Urban Patterns and Meanings through History*. Boston: Little, Brown, 1991.

Kostof, Spiro. *The City Assembled: The Elements of Urban Form through History*. Boston: Little, Brown, 1992.



'Mental Mapping' Assignment Due in class Feb 9th

Assignment: Draw a map of Stevens Point or your hometown in the style of Stephen Walter.

Week 4: All roads lead to...

This topic deals with the features of imperial cities, primarily, but not exclusively, during the so-called 'classical age'. What makes an imperial capital tick? How do imperial capitals such as Rome spatially organize both itself and the rest of the empire? How do we think people experienced these cities?

[Story of cities #1 – Alexandria](#)

[Story of cities #2 – Ancient Rome](#)

[Story of cities #4 – Beijing](#)

**Schinz, Alfred. *The Magic Square: Cities in Ancient China*. Edition Axel Menges, 1996. Chap. 2: "Antiquity: The Formative Period of Urbanism," pp. 111-144.

First Reflection Essay Due on D2L by February 17th at 5pm

Topic: Compose a 1000-word essay answering this deceptively simple question: What is a city, and how should we study it?

PART II: STUDYING HISTORY THROUGH THE CITY

During this part of the course, we will explore different aspects of urban history, and ways that urban space can tell us about larger issues. As such, this four-week section of the course is divided into broad categories, based on features of the city or historical problems.

Week 5: Colonial Cities and Segregation

One important type of city is the colonial city—but what does that mean? What makes something a colonial city? What role do these cities have in local, regional, and global history?

McGee, T. G. *The Southeast Asian City*, chapter 3-4.

King, A. "Colonial Cities: Global Pivots of Change." In *Colonial Cities: Essays on Urbanism in a Colonial Context*, edited by G. Telkamp and R. Ross, 7–32. Nijhoff, 1985.

Nightingale, Carl H. "Before Race Mattered: Geographies of the Color Line in Early Colonial Madras and New York." *The American Historical Review* 113, no. 1 (2008): 48–71.

**Nightingale, Carl H. *Segregation: A Global History of Divided Cities*. Chicago; London: The University of Chicago Press, 2012.

[Story of cities #19 - Johannesburg](#)

Parker, John. *Making the Town*. Portsmouth, N.H.: Heinemann, 2000, pp. TBD.

**Garcia, Guadalupe. *Beyond the Walled City: Colonial Exclusion in Havana*. Oakland, CA: University of California, 2016. (pp. TBD, if I can get the book in time!)

Peters, Paul A. "Fragmentation of Urban Space in Latin America: A GIS Approach to the Analysis of Segregation in Lima," 92–96. *Laboratorio de Estudios Urbanos*, Universidad del Bío-Bío, 2005.

<http://upcommons.upc.edu/handle/2099/16752>.

Week 6: Sacred Spaces and Smaller Cities

Some cities have sacred spaces at their center, or are themselves sacred sites. Moreover, what about intermediate, secondary, and smaller cities? How can we study the spaces of these cities?

Scheer, Brenda, and David Scheer. "Towards a Sustainable Urban Form in Chiang Mai." In *Managing Intermediate Size Cities*, edited by Michael Romanos and Christopher Auffrey, 253–72. The GeoJournal Library 69. Springer Netherlands, 2002. http://link.springer.com/chapter/10.1007/978-94-017-2170-7_13.

**Swearer, Donald K. “The Northern Thai City as a Sacred Center.” In *The City as a Sacred Center: Essays on Six Asian Contexts*, 103–13. *International Studies in Sociology and Social Anthropology* 46. Leiden and New York: E.J. Brill, 1987.

Hansen, Mogens Herman. “Introduction: The Concepts of City-State and City-State Culture.” In *A Comparative Study of Thirty City-State Cultures: An Investigation*, 11–34. *Historisk-Filosofiske Skrifter*. Copenhagen: Kongelige Danske Videnskabernes Selskab, 2000.

Bell, David, and Mark Jayne. *Small Cities: Urban Experience beyond the Metropolis*. Abingdon, UK; New York: Routledge, 2006, various chapters according to interest.



Week 7: Cities and the Environment

Some cities have sacred spaces at their center, or are themselves sacred sites. How can we study these types of cities?

Engels, F. “The Great Towns.” <https://www.marxists.org/archive/marx/works/1845/condition-working-class/ch04.htm>. 1845.

Byrnes, Mark. “What Pittsburgh Looked Like When It Decided It Had a Pollution Problem.” *CityLab*. <http://www.theatlanticcities.com/arts-and-lifestyle/2012/06/what-pittsburgh-looked-when-it-decided-it-had-pollution-problem/2185/>.

[Story of cities #14 – London’s Great Stink](#)

Spirn, Anne Whiston. *The Buried River*, 2014. <https://vimeo.com/105794704>.

Week 8: The Challenge of Asian Cities

As a set of case studies, Asian cities work quite well, since it’s a rapidly urbanizing part of the world, but one with a long history of urban planning. These readings are samples of what we might cover, but they provide a good basis for discussion of the challenges facing cities in Asia, and how we might use history and mapping to help address them.

Xiangming Chen, “Steering, Speeding, Scaling: China’s Model of Urban Growth and Its Implications for Cities of the Global South.” Pp. 155-172 in *The Routledge Handbook on Cities of the Global South*, Edited by Susan Parnell and Sophie Oldfield. London and New York: Routledge.

Non Arkaraprasertkul. “Placing Shanghai: Housing, Heritage, and the Conflicts over Contested Urban Space.” Blog. *New Mandala*, April 11, 2012.

<http://asiapacific.anu.edu.au/newmandala/2012/04/11/placing-shanghai/>.

Johnson, Ian, “High Price of New Beijing.” *Financial Review*, July 7, 2011.

<http://www.afr.com/news/policy/foreign-affairs/high-price-of-new-beijing-20110707-1a1jp>.

Second Reflection Essay Due March 17th at 5pm

Topic: Compose a 1000-word essay explaining the ways in which urban space relates to larger questions of history. You can choose to focus on a single question/issue (e.g. segregation, heritage preservation, etc.) and a range of cities, or a single case study (e.g. Chiang Mai, Stevens Point, etc.) and a range of questions/issues.

Week 9: SPRING BREAK!!

PART III: MAPPING AS HISTORY / HISTORY AS MAPPING

Week 10: Maps, types, cartography, scale, uncertainty

Week 11: Mapmaking as History / History of Mapmaking

Aguirre, Jessica Camille. "The Unlikely History of the Origins of Modern Maps." *Smithsonian*.
<http://www.smithsonianmag.com/history/unlikely-history-origins-modern-maps-180951617/>.

**Lelo, Ketii. "A GIS Approach to Urban History: Rome in the 18th Century." *ISPRS International Journal of Geo-Information* 3, no. 4 (December 5, 2014): 1293–1316.

Week 12: Digital Mapmaking, GIS, and Remote Sensing the Past

Owens, J. B., "What Historians Want from GIS," *ArcNews*, (Summer 2007).

<http://www.esri.com/news/arcnews/summer07/articles/what-historians-want.html>.

Stanger-Ross, Jordan, "Choreographies of Urban Life: Mapping the Social History of Cities," *Cities Beyond Borders: Comparative and Transnational Approaches to Urban History*, Nicholas Kenny and Rebecca Magdin, eds. (Burlington, VT, 2015), pp. 61-78.

Evans, Damian H., Roland J. Fletcher, Christophe Pottier, Jean-Baptiste Chevance, Dominique Soutif, Boun Suy Tan, Sokriathy Im, et al. "Uncovering Archaeological Landscapes at Angkor Using Lidar." *Proceedings of the National Academy of Sciences* 110, no. 31 (July 30, 2013): 12595–600.

Daukantas, Patricia, "Adding a New Dimension: Lidar and Archaeology," *Optics & Photonics News* (January 2014). http://www.osa-opn.org/home/articles/volume_25/january_2014/features/adding_a_new_dimension_lidar_and_archaeology/.

Third Reflection Essay Due April 21st at 5pm

Topic: Compose a 1000-word essay explaining the benefits—and potential pitfalls—of using digital mapping tools (e.g. GIS) to answer historical questions.



PART IV: PLACE, SPACE, AND STORY

In this unit, we will focus on how to use our understanding of spatial patterns, as represented in maps, to tell a story. How does culture affect urban space, and vice-versa? Do people shape urban space, or does urban space shape human societies? The value of visual communication, in relation to written communication, will be discussed as well.

Weeks 13-15: Student Research Project: In the GIS lab

In these three weeks, students will work in the GIS lab under the instruction of Prof. Kennedy. The schedule and assignments will be determined by him at a later date, but by this point in the semester, students will be organized in small groups, and ready to analyze spatial history and produce their own maps. Good luck!

COLS Undergraduate Research Symposium on May 5th!

All students are expected to present their research poster at the [COLS Undergraduate Research Symposium](#). This is a great opportunity for both you and the college.

Week 16: Presentation Prep and the Future of the City

In this final week, we will discuss the future of cities, and how skills such as those learned in this class might help solve the problems facing the cities of the world today. Also, students will work with both professors to hone their presentation skills, which will come in handy for your final presentations, scheduled for the final exam period.

Fourth and Final Reflection Essay Due May 12th at 5pm

Topic: Compose a 1000-word essay reflecting on the potential for digital mapping tools (e.g. GIS) and more traditional methods of historical research to address challenges facing cities, both today and in the future.

Final Presentations: May 16th, 10:15am-12:15pm

On the scheduled Final Exam period, each group will present their research formally to the entire class. The COLS Symposium will have been great practice, but this will be a more formal presentation to the class using your poster and, if you wish, a PowerPoint presentation.

Good Luck!