



Faculté des arts
Institut d'études canadiennes et autochtones

Faculty of Arts
Institute of Canadian and Aboriginal Studies

HIS4365A - SELECTED TOPICS IN HISTORY SPATIAL HISTORY AND GEOGRAPHIC INFORMATION SYSTEMS FALL 2016

Prerequisite: 81 university credits. Reserved for students registered in the Honours with specialization, Joint Honours or Major in History.

Professor: Dr. Daniel Rück

Email: drueck@uottawa.ca

Office Hours: Tues 10h-12h | Fri 13h-14h or by appointment.

Office Location: DMS 9152

GIS Professional: Louis-Jean Faucher

Email: ljfaucher+HIS4365@gmail.com

Class Location: SMD 039

Class times: Wed 19h-22h

COURSE DESCRIPTION

GIS (Geographic Information Systems) is a tool used to collect, store, and analyse spatial data. A growing number of historians are using applying GIS to historical datasets (such as property records, diaries, and census data) and thus transforming them into different and useful forms of knowledge. This laboratory-style class introduces students to the fields of spatial history, critical cartography, historical geography, and environmental history through the use of GIS and ArcGIS software. The course is made up of two primary components: 1) a critical component, in which students engage with key works and ideas; and 2) a practical component in which students work with a historical dataset to create new cartographical visualizations. Students should emerge from the course with basic GIS skills and a good understanding of the field of spatial history.

EMAIL COMMUNICATION

It is very important that you regularly check your university email account for course-related announcements. You may email me with simple questions, but *for anything requiring more than a one-sentence response, please speak to me after class or visit me during office hours.* Please check the syllabus to see if it contains answers before emailing me with questions. I try to answer emails within 24 hours but do not usually respond on weekends. I am unlikely to respond if the answer to your question is in the syllabus, or if it requires a lengthy response.

ASSIGNMENT SUBMISSION

Written assignments must be submitted in paper format at the beginning of class on the date due.

LATE ASSIGNMENTS

No late assignments will be accepted except in extraordinary circumstances (example: serious illness). No extensions will be granted in advance. If your assignment is late and you believe you should not be penalized, please attach a note of explanation along with any supporting documentation you think appropriate.

DISPUTED GRADES

If you believe your grade for a particular assignment is incorrect you may resubmit the graded copy along with a written explanation for why you believe you should receive a different grade. The newly-assessed grade will replace the original. The new grade may be higher, lower, or unchanged.

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is considered academic fraud, and will be sanctioned in accordance with related University of Ottawa regulations: <http://www.uottawa.ca/academic-regulations/academic-fraud.html>. In order to avoid academic fraud, please read the Student Guide on academic integrity: <http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

EVALUATION

- 10% Participation
- 20% Reading Response Assignments (details below)
- 20% Mid-term Quiz
- 50% Final Group Project
 - 10% Proposal
 - 30% Presentation and Final Product
 - 10% Individual Component (Based on Instructor Evaluation, Self-Evaluation and Evaluation of Group Members)

RESOURCES FOR STUDENTS

Mentoring Centre - <http://www.arts.uottawa.ca/eng/mentoring/>

The goal of the Mentoring Centre is to help students with their academic and social well-being. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

The AWHC is committed to helping students develop writing strategies and skills that will enable them to identify and correct their mistakes and help them to become better writers. It offers individual writing appointments, in-class presentations and workshops, and online writing resources.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

READINGS

All other readings will be available online, through the library, or on blackboard.

COURSE OUTLINE

1. WED SEPT 7 INTRODUCTIONS

2. WED SEPT 14

***Reading Response #1 Due**

DISCUSSION: HGIS IN CANADA

Required Reading

- Intro & chapters 1-6 in Fortin, Marcel, and Jennifer Bonnell, eds. *Historical GIS Research in Canada*. Calgary: University of Calgary Press, 2013 (available online <http://press.ucalgary.ca/books/9781552387085>)

LAB: LECTURE - GIS FUNDAMENTALS

3. WED SEPT 21

***Reading Response #2 Due**

DISCUSSION: HGIS IN CANADA

Required Reading

- Chapters 7-13 in Fortin, Marcel, and Jennifer Bonnell, eds. *Historical GIS Research in Canada*. Calgary: University of Calgary Press, 2013 (available online <http://press.ucalgary.ca/books/9781552387085>)

LAB: GEOSPATIAL HISTORIAN – ARCGIS LESSON 1

4. WED SEPT 28 CLASS MEETS AT 7PM IN MRT 308 (NEXT TO GSG CENTRE)

***Reading Response #3 Due**

MEETING WITH GIS LIBRARIAN SARAH SIMPKIN

Required Reading

- Chapters 1-3 - Gregory, Ian N., and A. Geddes. *Toward Spatial Humanities: Historical GIS and spatial history*. Bloomington: Indiana University Press, 2007 (available online through the library)

LAB: GEOSPATIAL HISTORIAN – ARCGIS LESSON 2

5. WED OCT 5

***Reading Response #4 Due**

DISCUSSION: GLOBAL HGIS PROJECTS

Required Reading

- Chapters 4-7 - Gregory, Ian N., and A. Geddes. *Toward Spatial Humanities: Historical GIS and spatial history*. Bloomington: Indiana University Press, 2007 (available online through the library)

LAB: GEOSPATIAL HISTORIAN – ARCGIS LESSON 3

6. WED OCT 12

***Midterm Quiz**

LAB: GEOSPATIAL HISTORIAN – ARCGIS LESSON 4

7. WED OCT 19

***Reading Response #5 Due**

***Group Project Proposals Due**

DISCUSSION: MAPS AND THE STATE

Required Reading

- Scott, James C. "Nature and Space." In *Seeing Like a State: How certain schemes to improve the human condition have failed*, 11-52. New Haven: Yale University Press, 1998.
- Blomley, Nicholas. "Law, Property, and the Geography of Violence: The frontier, the survey, and the grid." *Annals of the Association of American Geographers* 93, no. 1 (2003): 121-141.
- Nobles, Gregory H. "Straight Lines and Stability: Mapping the political order of the Anglo-American frontier." *The Journal of American History* 80, no. 1 (1993): 9-35.

LAB: GEOSPATIAL HISTORIAN – ARCGIS LESSON 5

OCT 24-30

READING WEEK – NO CLASS

8. WED NOV 2

***Reading Response #6 Due**

DISCUSSION: CARTOGRAPHY

Required Reading

- Harley, J.B. "Deconstructing the Map." *Cartographica* 26, no. 2 (1989): 1-20.
- Binnema, Theodore. "How Does a Map Mean? Old Swan's Map of 1801 and the Blackfoot World." In *From Rupert's Land to Canada*, edited by Gerhard John Ens, John Elgin Foster, R. C. Macleod and Theodore Binnema, 201-224. Edmonton: University of Alberta Press, 2001.
- Edney, Matthew H., and Susan Cimburek. "Telling the Traumatic Truth: William Hubbard's narrative of King Philip's War and his 'Map of New-England'." *The William and Mary Quarterly* 61, no. 2 (2004): 317-348.

LAB: GROUP PROJECT WORK

9. WED NOV 9 TBD

10. WED NOV 16

***Reading Response #7 Due**

DISCUSSION: AERIAL PHOTOGRAPHY AND SPATIAL HISTORY

Required Reading

- Dyce, Matt. "Canada Between the Photograph and the Map: Aerial photography, geographical vision and the state." *Journal of Historical Geography* 39, (2013): 69-84.
- Dyce, Matt. "'The Gateway to the Last Great West': Spatial Histories of the Athabasca Landing Trail." *The Canadian Historical Review* 94, no. 2 (2013): 177-206.
- Biggs, David. "Aerial Photography and Colonial Discourse on the Agricultural Crisis in Late-Colonial Indochina, 1930–1945." In *Cultivating the Commons: Colonial states and their environmental legacies*, edited by Christina Folke Ax, Niels Brimnes, Niklas Thode Jensen and Karen Oslund, 109-132. Athens: Ohio University Press, 2011.

LAB: GROUP PROJECT WORK

11. WED NOV 23

***Reading Response #8 Due**

DISCUSSION: 'COUNTER-MAPPING'

Required Reading

- Peluso, Nancy Lee. "Whose Woods Are These? Counter-Mapping Forest Territories in Kalimantan, Indonesia." *Antipode* 27, no. 4 (1995): 383-406.
- Sablin, Ivan, and Maria Savelyeva. "Mapping Indigenous Siberia: Spatial Changes and Ethnic Realities, 1900-2010." *Settler Colonial Studies* 1, (2011): 77-110.
- Wainwright, Joel, and Joe Bryan. "Cartography, Territory, Property: Postcolonial Reflections on Indigenous Counter-Mapping in Nicaragua and Belize." *Cultural Geographies* 16, no. 153-178 (2009).

LAB: GROUP PROJECT WORK

12. WED NOV 30 STUDENT PRESENTATIONS

PARTICIPATION

Participating means arriving on time having carefully read the assigned texts. During periods set aside for discussion, you are expected to engage with your classmates and professor in discussing the readings. Attempting to participate in the discussion without having done the readings will not result in elevated participation grades and may have the opposite effect. If you are anxious about speaking up or if you have another reason for not engaging, please let me know as soon as possible so that we can find solutions. Those students who are comfortable speaking and debating also have a responsibility to allow space for less assertive students to be heard.

Participation will be evaluated according to the following criteria:

A – Student makes frequent verbal contributions that reveal critical understanding of, and engagement with, assigned texts; builds on the insights of others and draws connections between issues and texts.

B – Student makes regular verbal contributions and sometimes draws important connections between issues and texts; often demonstrates an adequate understanding of readings and sometimes offers insights that have a positive impact on the discussion.

C – Student sometimes makes verbal contributions that show familiarity with readings, but those that are offered do not often have a positive effect on the class discussion. Comments may be of a general or repetitive nature.

D or F – Student rarely contributes to discussion and/or appears not to have completed the readings.

READING RESPONSE ASSIGNMENTS

Students are expected to read all assigned texts and choose two for your written reading response. In other words, you will respond in writing to two of the readings that are assigned for that day. At the beginning of most classes you will be expected to submit your printed reading responses. Reading Responses should be structured according to the following example:

Heidi Smith – Student Number 99999999
September 21, 2016
Reading Response Assignment #1

Jones Chapter 1

- *Argument*: A summary of author's argument or purpose in your own words (50-100 words)
- *Response*: Your thoughtful response can mention something that struck you, something you disagreed with, or a point that raised further questions in your mind. You may also discuss it in context of other readings or happenings (300-400 words).

Hussein Chapter 9

- *Argument*: A summary of author's argument or purpose in your own words (50-100 words)
- *Response*: Your thoughtful response can mention something that struck you, something you disagreed with, or a point that raised further questions in your mind. You may also discuss it in context of other readings or happenings (300-400 words).

Each entry should be written in full sentences, single spaced, and should include clear headings according to the above specifications. Please ensure that everything you submit includes your name and the date submitted. Students are required to bring their reading response to class for the day the readings are assigned, and must submit them before class begins. No late reading responses will be accepted (for exceptions, see "Late Assignments" section)

Grades will be assigned as follows:

- *Complete* (10) understood the text and engaged with the material
- *Somewhat complete* (5) appears to have read or skimmed the text but engagement with text is limited, or have engaged adequately with one reading but not with the other.
- *Incomplete* (0) response is either not submitted or does not show engagement with the readings