# HIST 5501: Historical Geospatial Visualization

Topic: Mapping Indigenous Worlds in Early North America

Meeting Time: Thursday 2-4:30

Meeting Place: Wilson 142 (Institute of the Humanities and Global Culture conference room)

Instructor:

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| S. Max EdelsonProfessor of History | edelson@virginia.edu  | Nau 431, Office hours: M/Tu 1-2:30 and by appointment |

## Specialists:

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| Chris GistGIS Specialist, Scholars’ Lab | slabgis@virginia.edu | 417 Alderman Library |
| Drew MacQueenGIS Specialist, Scholars’ Lab | slabgis@virginia.edu | 417 Alderman Library |
| Bill FersterResearch Professor, SHANTI | bferster@virginia.edu |  |

## Course Description

This workshop introduces advanced undergraduate and graduate students to a variety of methods and platforms for digital research featuring geospatial data. Students will contribute to a series of common research projects as they learn geospatial visualization methods using using ArcMap, ArcGIS Online, Story Map, MapScholar, and VisualEyes. We will read historical scholarship as well as primary sources with an eye firmly fixed on how to visualize spatial ideas and experiences and spend time debating the value of doing so. We will also read about visualization more generally as we think creatively about how digital tools might enable us to make our own research more innovative and compelling. This course counts as an elective for the Graduate Digital Humanities Certificate program.

## Requirements & Expectations

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| **Facing East from Indian Country** Due 9/1120% of final grade | Visualize the spatial ideas and key points in Daniel K. Richter’s *Facing East from Indian Country* using MapScholar. |
| **Visualizing the Yamasee War** Due 10/220% of final grade | Using ArcGIS Online’s Map Notes tools, we will create layers that show the spatial events and dynamics of the Yamasee War. We will display these visualizations alongside a new narrative of the war based on primary sources in Story Map. |
| **Tracking Mary Rowlandson’s Removes**Due 10/2320% of final grade | Using text and path animation features in VisualEyes, we will trace Rowlandson’s captivity narrative, and represent her descriptions of place and space alongside their Native counterparts as informed by historian Lisa Brooks. |
| **Locating Indigenous Ethnonyms**Due 11/1320% of final grade | Using the annotation and geolocation features of ArcMap, we will extract the text representation of Native groups (ethnonyms) on two important 18th-century maps. |
| **Reflective Essay and Engagement**Due 12/520% of final grade | You will write a 10-15 page paper that reflects on the problem of visualizing Native American spaces, the promise and perils of the digital methods we have learned, and describes how you can use these methods in your future research. This portion of your grade will be based on this assignment as well as Forum posts and general course engagement and participation. |

## Policy on Laptop Use in Class

You need a laptop configured to access the Cavalier wifi network at each class. Although we will be spending a lot of time learning tools and skills on our computers, everyone is reminded that the primary purpose of class is to engage with each other, not with our devices, especially when we turn to discussion. It is assumed that all laptop use in class will be solely for purposes related to the class. As a courtesy to others, have your phones silenced and out of sight for the duration of the class meeting.

**Readings**

Ayers, Edward. “The Pasts and Futures of Digital History” <http://www.vcdh.virginia.edu/PastsFutures.html>.

Basso, Keith H. *Wisdom Sits in Places: Landscape and Language Among the Western Apache*, chap. 3. Albuquerque: University of New Mexico Press, 1996.

Brooks, Lisa. *Our Beloved Kin: A New History of King Philip's War*, chap. 7. New Haven: Yale University Press, 2018.

Brückner, Martin. *The Geographic Revolution In Early America: Maps, Literacy, and National Identity*, chap. 2. Chapel Hill: University of North Carolina Press, 2006.

Cloyd, Aaron. “A Posture of Removal: Mary Rowlandson’s Location, Position, and Displacement.” *DisClosure* 23 (2014): 78–91.

Crane, Verner W. *The Southern Frontier, 1670-1732*, chap. 7. Tuscaloosa: University of Alabama Press, 2004 (orig. 1928)

Edelson, S. Max, and Bill Ferster. “MapScholar: A Web Tool for Publishing Interactive Cartographic Collections.” *Journal of Map & Geography Libraries* 9:1–2 (2013): 81–107.

Edney, Matthew H. "John Mitchell's Map of North America (1755): A Study of the Use and Publication of Official Maps In Eighteenth-Century Britain." *Imago Mundi* 60:1 (2008): 63-85.

Emanuel, Ryan E. “Water in the Lumbee World: A River and Its People in a Time of Change.” *Environmental History* 24:1 (2019): 25–51.

Erbig Jr., Jeffrey A. and Sergio Latini. "Across Archival Limits: Colonial Records, Changing Ethnonyms, and Geographies of Knowledge." *Ethnohistory* 66:2 (2019): 249-273.

Ferster, Bill. *Interactive Visualization: Insight Through Inquiry*, chap. 5. Cambridge, Mass: MIT Press, 2013.

Galloway, Patricia. “Debriefing Explorers: Amerindian Information in the Delisles’ Mapping of the Southeast.” In *Cartographic Encounters: Perspectives On Native American Mapmaking and Map Use*, 223-240. Edited by G. Malcolm Lewis. University of Chicago Press, 1998.

Haan, Richard L. “The ‘Trade Do's Not Flourish As Formerly’: The Ecological Origins of the Yamassee War of 1715." *Ethnohistory* 28:4 (1981): 341-358.

Hahn, Steven C. “The Long Yamasee War: Reflections on Yamasee Conflict in the Eighteenth Century.” In *The Yamasee Indians: From Florida to South Carolina*, 191-217. Edited by Denise I. Bossy. Lincoln: University of Nebraska Press, 2018.

Lewis, G. Malcom. “Maps, Mapmaking, and Map Use by Native North Americans.” In *The History of Cartography*, Volume 2, Book 3, *Cartography In the Traditional African, American, Arctic, Australian, and Pacific Societies*, 51-182. Edited by David Woodward and G. Malcolm Lewis. Chicago: University of Chicago Press, 1998.

McCloud, Scott. *Understanding Comics: The Invisible Art*, chap. 4. 1st HarperPerennial ed. New York: HarperPerennial, 1994.

Richter, Daniel K. *Facing East From Indian Country: A Native History of Early America*. Cambridge, Mass: Harvard University Press, 2001.

Rigney, Ann. “When the Monograph is No Longer the Medium: Historical Narrative in the Online Age.” *History and Theory* 49:4 (2010): 100–117.

Rowlandson, Mary White and Neal Salisbury. *The Sovereignty and Goodness of God: Together With the Faithfulness of His Promises Displayed: Being a Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson and Related Documents*. Boston: Bedford Books, 1997.

Sweeney, Alexander Y. “Cultural Continuity and Change: Archaeological Research at Yamasee Primary Towns in South Carolina.” In *The Yamasee Indians: From Florida to South Carolina*, 99-127. Edited by Denise I. Bossy. Lincoln: University of Nebraska Press, 2018.

White, Richard. “What is Spatial History?” <https://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29>.

**Yamasee War Readings**

Governor Craven to Lord Townshend, May 23, 1715. From *Calendar of State Papers Colonial, America and West Indies: Volume 28, 1714-1715*, ed. Cecil Headlam (London, 1928)*,* No. 509ii, 28:227-229.

Governor Hunter to Mr. Popple, July 2, 1715. From *CSPC,* No. 497, 28:217.

Lords Proprietors of Carolina to the Council of Trade and Plantations, July 8, 1715. From From *CSPC,* No. 511, 28:229-230.

Abel Kettleby and other planters and merchants trading to Carolina to the Council of Trade and Plantations, July 18, 1715. From *CSPC*, No. 523, 28:236-238.

Sameul Eveleigh to Messrs. Boone and Berresford, July 19, 1715. From *CSPC*, No. 642, 28:297-299.

Commissioners appointed by the Commons House of Assembly of South Carolina to correspond with Jos. Boon and Richard Bersford, their Agents in England, August 25, 1715. From *CSPC*, No. 642, 28:299-302.

Samuel Eveleigh to Messrs. Boon and Berresford, October 7, 1715. From *CSPC*, 28:296-297.

Assembly of S. Carolina to [Messrs. Boon and Beresford?], March 15, 1716, in *Calendar of State Papers Colonial, America and West Indies: Volume 29, 1716-1717*, ed. Cecil Headlam (London, 1930), No. 97, 50-51.

Lords Proprietors of Carolina to the Council of Trade and Plantations, June 4, 1716. From *CSPC*, No. 597, 29:322-323.

Richard Beresford to the Council of Trade and Plantations, [June, 23, 1716]. From *CSPC*, No. 230, 29:130-133.

Yonge, Francis. *A View of the Trade of South-Carolina: With Proposals Humbly Offer'd for Improving the Same*, 7-8. London, 1722.

“Report of the Committee Appointed to Enquire into the Causes of the Disappointment of Success in the Late Expedition Against St. Augustine,” July 1, 1741, in *Journal of the Commons House of Assembly, 1741-1741, ed. J. H. Easterby* (Columbia: Historical Commission of South Carolina, 1952), 82-83. For the full report, see [here](https://babel.hathitrust.org/cgi/pt?id=iau.31858045012683&view=1up&seq=1), p. 78ff.

## Statement about Diversity

The College of Arts and Sciences supports an environment in which all students, regardless of race, gender, age, religious affiliation, sexual orientation, or physical disability are encouraged to learn and to develop their skills. If you have comments, suggestions or objections in this regard please do not hesitate to contact your instructor. If you would prefer to speak with someone other than your instructor, please call the University Ombuds, <https://eocr.virginia.edu/ombuds>.

## Statement Regarding Safety On Grounds

The University of Virginia is dedicated to providing a safe and equitable learning environment for all students. To that end, it is vital that you know two values that I and the University hold as critically important:

* Power-based personal violence will not be tolerated.
* Everyone has a responsibility to do their part to maintain a safe community on Grounds.

If you or someone you know has been affected by power-based personal violence, more information can be found on the UVA Sexual Violence website that describes reporting options and resources available - [www.virginia.edu/sexualviolence](http://www.virginia.edu/sexualviolence).

As your professor and as a person, I care about you and your well being, and stand ready to provide support and resources as I can. As a faculty member, I am a “responsible employee,” which means that I am required by University policy and federal law to report what you tell me to the University's Title IX Coordinator. The Title IX Coordinator's job is to ensure that the reporting student receives the resources and support that they need, while also reviewing the information presented to determine whether further action is necessary to ensure survivor safety and the safety of the University community. If you would rather keep this information confidential, there are Confidential Employees you can talk to on Grounds (<http://www.virginia.edu/justreportit/confidential_resources.pdf>). The worst possible situation would be for you or your friend to remain silent when there are so many here willing and able to help.