

**“MAPPING 19TH-CENTURY NEW YORK”**

**INSTRUCTORS CONTACT INFORMATION**

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Office Hours: TBD and by appointment  
Note: Students enrolling in this seminar must also enroll in the attached 2-credit GIS lab (GU4xxx)

**CATALOGUE DESCRIPTION (Short)**

Spatial history of New York City in the 19th century for graduate students and advanced undergraduates. Students explore key topics in New York City spatial history, and learn historical GIS skills in an attached lab. For their final projects, students will use newly constructed, large GIS data from the Mapping Historical New York project.

**COURSE DESCRIPTION (Long)**

This is a companion seminar to [Mapping Historical New York](#), a spatial history project developed jointly by the Center for Spatial Research (GSAPP) and the Department of History. The seminar has two closely related objectives. Thematically, it introduces students to key developments and debates in 19th-century New York spatial history. Weekly seminar readings will therefore explore a range of relevant topics such as urban morphology and land use; the creation of 19th-century socio-spatial knowledge via surveys and maps; the development of sanitary environments; and the formation of ethnic and racial neighborhoods. Methodologically, the course approaches these themes through the lens of the cutting-edge field of historical GIS (geographic information systems). Students will therefore also enroll in an attached lab class, where they will acquire critical skills of historical-GIS research. They will learn how to work with spatial datasets, create GIS maps, and conduct spatial historical analysis. As their final project, they will write an original research paper on 19th-century New York spatial history, making use of the project’s large, high-quality geocoded census microdata, covering Manhattan and Brooklyn in 1850, 1880, 1910. The course is open to graduate students and advanced undergraduates. Students enrolling in the seminar class (4 credits) must also enroll in the attached GIS lab (COURSE CODE)(2 credits).

**LEARNING OBJECTIVES**

Students who complete this class will:

1. Acquire solid knowledge of the history of New York City in the 19th century, focusing especially on spatial history.
2. Demonstrate a critical understanding of urban spatial historical analysis, in particular, historical-GIS research.

3. Conduct original mapping analysis by acquiring technical skills of historical-GIS, and applying those to recently constructed, large geocoded census microdata.
4. Demonstrate interdisciplinary thinking by engaging with the ongoing dialogue between history and the social sciences, especially geography.
5. Apply key techniques of spatial historical research, including formulating historically grounded questions, working with relevant GIS data to address those, and developing historical arguments in writing.

## **COURSE ASSIGNMENTS AND GRADING**

Please note: Students must complete ALL assignments to pass this course.

### *1) Class Participation (25%)*

Seminar participation (25%): Students are expected to come to each seminar meeting with thoughtful questions and well-reasoned arguments based on the assigned material. Active participation in seminar work—including discussions, presentations of mapping assignments, presentations of final research projects, etc.—will comprise 25% of the participation grade.

### *2) Short Analytical Mapping Assignments (35%):*

Throughout the semester, students will need to complete seven small mapping assignments, corresponding to the specific GIS skills learned and the content of the week's seminar readings. The assignments will consist of a set of maps, demonstrating competence in the mapping skills acquired in the GIS lab, and brief analytical notes (max. 1 page), addressing how the maps speak to the week's readings. Students will need to post their mapping assignments on Canvas a day before class, as they will form part of the class discussion during the seminars. Each mapping assignment will count for 5% of the final grade.

### *3) Research Paper (about 15-20 pages plus maps): 40%*

The main written assignment for the class, due at the end of the semester, is to complete an original research paper on any chosen topic of 19<sup>th</sup>-century New York spatial history (about 15-20 pages plus maps). By week 6, students need to identify their topics, and submit a brief topic proposal (1 page plus list of secondary sources). The final paper must include a significant mapping component. Students need to make use of the [Mapping Historical New York](#) project's newly created census microdata for their analysis, though they are welcome to integrate additional GIS data into their projects. All through the semester, we will work toward building up relevant historical-GIS skills. The mapping assignments are designed to support both GIS proficiency and to help explore potential paper topics. During weeks 11 and 12, individual consultations will support progress on the final projects. During weeks 13 and 14, students will present their projects to the class (about 15 mins each).

## **GRADE POLICIES**

25% Participation (15% Seminar & 10% Lab)

35% Short Mapping Assignments

40% Research Paper (about 15-20 pages plus maps)

## **READINGS**

Readings for this class come from articles and book chapters. All of the materials will be available on Canvas. Students are responsible for downloading and/or printing the readings. Please note: changes to the reading list may be made via email or announcement in class. Students will be responsible for any such changes.

## **ABSENCE POLICIES**

Participation is crucial to succeeding in this class. Attending class is the first step to participating. If you are absent from class (excused or unexcused), contact us for alternative ways to participate in the lesson you missed.

## **FACULTY STATEMENT ON ACADEMIC INTEGRITY**

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Columbia.

The Columbia Center for New Media, Teaching, and Learning defines plagiarism and its consequences at Columbia University:

[ccnmtl.columbia.edu/projects/compass/discipline\\_humanities/documenting.html#plagiarism](http://ccnmtl.columbia.edu/projects/compass/discipline_humanities/documenting.html#plagiarism)

## **GSAS STATEMENT ON ACADEMIC INTEGRITY**

Students should be aware that academic dishonesty (for example, plagiarism, cheating on an examination, or dishonesty in dealing with a faculty member or other University official) or the threat of violence or harassment are particularly serious offenses and will be dealt with severely under Dean's Discipline. Graduate students are expected to exhibit the high level of personal and academic integrity and honesty required of all members of an academic community as they engage in scholarly discourse and research. For further information, see the GSAS page on Academic Integrity and Responsible Conduct: <http://gsas.columbia.edu/academic-integrity>

## **DISABILITY SUPPORT SERVICES**

### *Columbia*

In order to receive disability-related academic accommodations, students must first be registered with Disability Services (DS). More information on the DS registration process is available online at [www.health.columbia.edu/ods](http://www.health.columbia.edu/ods). Faculty must be notified of registered students' accommodations before exam or other accommodations will be provided. Students who have (or think they may have) a disability are invited to contact Disability Services for a confidential discussion at (212) 854-2388 (Voice/TTY) or by email at [disability@columbia.edu](mailto:disability@columbia.edu).

### *Barnard*

If you are a student with a documented disability and require academic accommodations, you must visit the Office of Disability Services (ODS) for assistance. Students requesting eligible accommodations in their courses will need to first meet with an ODS staff member for an intake meeting. Once registered, students are required to visit ODS each semester to set up new accommodations and learn how to notify faculty. Accommodations are not retroactive, so it is best to register with ODS early each semester to access your accommodations. If you are registered with ODS, please see us to schedule a meeting outside of class in which you can bring us your faculty notification letter and we can discuss your accommodations for this course. Students are not eligible to use their accommodations in this course until they have met with us. ODS is located in Milbank Hall, Room 008.

## **CLASS SCHEDULE**

(Subject to Change)

### **WEEK 1: INTRODUCTION**

#### Seminar Meeting:

- Gregory and Geddes, "Introduction: From Historical GIS to Spatial Humanities," ix–xix.
- Timothy J. Bailey "Historical GIS: Enabling the Collision of History and Geography," *Social Science Computer Review* 27, 3 (2009), 291-96.

#### GIS Lab (Intro #1):

- Blog setup and intro to online resources

### **WEEK 2: THE RISE OF 19TH-CENTURY NEW YORK: AMERICA'S METROPOLIS?**

#### Seminar Meeting:

- David Ward, *Cities and immigrants: A Geography of Change in Nineteenth-Century America* (Oxford UP, 1971), 11-49.
- Jacob Price, “Economic Function and the Growth of American Port Towns in the Eighteenth Century,” *Perspectives in American History* 8 (1974), 121-186.
- Edward I. Glaeser, “Urban Colossus: Why Is New York America's Largest City?” *FRB New York - Economic Policy Review* 11, 2 (2005), 7-24.
- Kurt C. Schlichting, *Waterfront Manhattan: From Henry Hudson to the High Line* (Johns Hopkins UP, 2018), 38-86.
- [Welikia Project](#)

#### GIS Lab (Intro #2):

- Intro to ArcGIS Online (AGO)

### **WEEK 3: URBAN MORPHOLOGY: STREETS, BLOCKS, DISTRICTS**

#### Seminar Meeting:

- Sam Bass Warner and Andrew Whittemore, *American Urban Form: A Representative History* (MIT Press, 2013), 1-5, 18-98.
- Hilary Ballon ed., *The Greatest Grid: The Master Plan of Manhattan, 1811-2011* (Columbia UP, 2012), selections.
- Museum of the City of New York, [The Greatest Grid Online Exhibition](#)

Examine relevant sections, especially: 1) *Before the Grid*: Goerck Plan of the Common Lands, 1796; Mangin-Goerck Plan, 1803; Ground Conditions: British Headquarters Map; Randel Map Gallery; Randel Composite Map; 2) *The 1811 Plan*: Interactive 1811 Map (explore closely); 3) *Other Grids*: Earlier Grids

- Jason M. Barr and Gerard Koepfel, “[The Manhattan Street Grid Plan: Misconceptions and Corrections](#),” *The Gotham Center for New York City History Blog*, 2017.
- Read: [Myth #2](#); [Myth #4](#); [Myth #5](#); [Myth #6](#)
- [ImagineRio](#)

#### GIS Lab (Intro #3):

- Intro to ArcGIS Pro (AGP): Navigating software, catalogue, etc
- Bringing Data into AGP: Importing layers, downloading data, feature services, web layers, NHGIS, etc.
- Map Set#1: Mapping Morphological Change (overlying features)

### **WEEK 4: SURVEYING THE CITY 1: ADDRESSES, DIRECTORIES, CENSUSES, INSURANCE MAPS**

#### Seminar Meeting:

- Richard Dennis, *Cities in Modernity: Representations and Productions of Metropolitan Space, 1840-1930* (Cambridge UP, 2008), 52-79.
- Reuben Rose-Redwood, “Indexing the Great Ledger of the Community: Urban House Numbering, City Directories, and the Production of Spatial Legibility,” *Journal of Historical Geography* 34, 2 (2008), 286-310.
- Reuben Rose-Redwood, “A Regular State of Beautiful Confusion’: Governing by Numbers and the Contradictions of Calculable Space in New York City,” *Urban History* 39, 4 (2012), 624-38.
- Sample Insurance Maps: [NYPL MAP Warper](#) [login: gbaics@barnard.edu / MapHistNY]

- Sample Digitized and OCR Readable City Directories

GIS Lab (Early Skills #1):

- Spatial Data Creation: Georeferencing, heads-up digitizing
- Map Set #2: Tracing the Built Environment (georeferencing, digitizing insurance maps)

**WEEK 5: ECONOMIC GEOGRAPHY AND LAND USE**

Seminar Meeting:

- Gergely Baics and Leah Meisterlin, “Zoning before Zoning: Land Use and Density in Mid-Nineteenth-Century New York City,” *Annals of the American Association of Geographers* 106, 5 (2016), 1152-75.
- Nick Yablon, “A Curious Epitome of the Life of the City”: New York, Broadway, and the Evolution of the Longitudinal View,” *Journal of Urban History* 44, 5 (2018), 953-84.
- David M. Scobey, *Empire City: The Making and Meaning of the New York City Landscape* (Temple UP, 2002), 55-133.
- Jason M. Barr, *Building the Skyline: The Birth and Growth of Manhattan's Skyscrapers* (Oxford UP, 2016), 107-37, 238-70.

GIS Lab (Early Skills #2):

- Tables: Tabular join, mapping by XY, geocoding, field calculator
- Map Set #3: Mapping Economic Activities (from directories, insurance maps, etc)

**WEEK 6: SURVEYING THE CITY 2: THEMATIC MAPS OF HEALTH AND HOUSING**

Seminar Meeting (at N-YHS):

- Citizens’ Association of New York. Council of Hygiene and Public Health, *Report of the Council of Hygiene and Public Health of the Citizens’ Association of New York upon the Sanitary Condition of the City* (1866), selections.
- Ward 4 Map: NYPL MAP Warper [login: gbaics@barnard.edu / MapHistNYC]
- Robert W. De Forest and Lawrence Veiller, *The Tenement House Problem* (Macmillan Co., 1903), selections.
- Tenement House Committee Strong-holds of Poverty and Prevalence of Disease Maps: 1899: [N-YHS](#)

GIS Lab (Early Skills #3): Thematic Mapping

- Thematic Mapping: Data classification, etc.

**WEEK 7: (UN)SANITARY ENVIRONMENTS: FOOD, WATER, WASTE**

Seminar Meeting:

- Catherine McNeur, *Taming Manhattan: Environmental Battles in the Antebellum City* (Harvard UP, 2014), 95-134.
- Gergely Baics, *Feeding Gotham: The Political Economy and Geography of Food in New York, 1790-1860* (Princeton UP, 2016), 193-230.
- Matthew Gandy, *Concrete and Clay: Reworking Nature in New York City* (MIT Press, 2002), 24-51.
- David Soll, *Empire of Water: An Environmental and Political History of the New York City Water Supply* (Cornell UP, 2013), 1-67.

GIS Lab (Early Skills #4): Cartography and Design

- Thematic Mapping: Cartography
- Map Set #4: Mapping the Social Environment (tabular data for housing, disease environments, etc.)

## WEEK 8: A MOSAIC OF IMMIGRANT NEIGHBORHOODS 1, 1850-1880

### Seminar Meeting:

- Elizabeth Blackmar, *Manhattan for Rent, 1785-1850* (Cornell UP, 1989), 109-82.
- Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860* (U of Illinois Press, 1987), 41-129, 171-216.
- Clifton Hood, *In Pursuit of Privilege: A History of New York City's Upper Class and the Making of a Metropolis* (Columbia UP), 207-250.

### GIS Lab (Advanced Skills #1): Geoprocessing

- Geoprocessing: Spatial Joins, Buffers, Clipping
- Map Set #5: Mapping Class and Gender (with “Mapping Historical NYC” data)

## WEEK 9: A MOSAIC OF IMMIGRANT NEIGHBORHOODS 2, 1880-1910

### Seminar Meeting:

- Samuel L. Baily, *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City, 1870-1914* (Cornell UP, 1999), 121-71.
- Tyler Anbinder, *City of Dreams: The 400-year Epic History of Immigrant New York* (Houghton Mifflin Harcourt, 2016), selections.
- Jacob Riis, *How the Other Half Lives: Studies among the Tenements of New York* (Charles Scribner’s Sons, 1890), 48-70, 104-158, 196-209 [[Riis photographs collection](#)]

### GIS Lab:

- **GIS Milestone Quiz**

## WEEK 10: THE GEOGRAPHY OF RACIAL SEGREGATION

### Seminar Meeting:

- Marcy S. Sacks, *Before Harlem: The Black Experience in New York City before World War I* (U of Pennsylvania Press, 2006), 72-106.
- Stephen Robertson, Shane White, Stephen Garton, and Graham White, “Harlem in Black and White: Mapping Race and Place in the 1920s,” *Journal of Urban History* 39, 5 (2013), 864-80.
- Stephen Robertson, Shane White, Stephen Garton, and Graham White, "Disorderly Houses: Residences, Privacy, and the Surveillance of Sexuality in 1920s Harlem,” *Journal of the History of Sexuality* 21, 3 (2012), 443-66.
- [Digital Harlem](#)
- John R. Logan, Weiwei Zhang, and Miao Chunyu, “Emergent Ghettos: Black Neighborhoods in New York and Chicago, 1880-1940,” *American Journal of Sociology* 120, 4 (2015), 1055-94.

### GIS Lab (Advanced Skills #2): Measures of Spatial Distributions

- Spatial Analysis 1: Avg. nearest neighbor, near analysis, high-low clustering
- Map Set #6: Mapping Immigrant Neighborhoods (with “Mapping Historical NYC” data)

**WEEK 11: RESEARCH PAPER CONSULTATIONS**

GIS Lab (Advanced Skills #3): Density and Interpolation

- Spatial Analysis 2: Kernel density, interpolation
- Map Set #7: Mapping Racial Segregation (with “Mapping Historical NYC” data)

**WEEK 12-14: RESEARCH PAPER CONSULTATIONS / PAPER PRESENTATIONS**