Textures of the City: Mapping New York's Present Past
Anthropology W4316 (4 pts)
Thursdays 1:00-4:00 PM
Fall 2016

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Syllabus

Overview
The cluttered urban steeet-scapes of today's New York City might seem to obscure and hide the city's past. Where can we see evidence of the Lenape and earlier native people, or of early colonial settlers, enslaved and free Africans, or of the immigrants of subsequent centuries?

If one is trained to look for them, traces persist. Sometimes these are obvious: buildings, statues, other landscape features. Other traces are a little harder to see, and show themselves in the odd angles of streets, or the peculiar relation of one building to another. We also find traces beneath the ground, through archaeological excavation and analysis. Most well-known is the work undertaken at Five Points, Stadt Huys (the Dutch Town Hall), and the African Burial Ground. But smaller, less well-publicized investigations are continually being undertaken by city cultural resource management firms, ahead of development. Much of this research is held as unpublished "gray literature" and remains out of view for most people. This class aims to train students in landscape history and observation and to bring this together with a range of archaeological evidence and documentary sources to convey a sense of the richness and texture of the city's present-past. Where are the sites where the past makes itself felt in the present in New York City? How do we draw upon such evidence as archaeologists and historians to represent and mediate the city's past?

Goals and Objectives
In this course students will be trained to look at the city landscape and to bring this material evidence together with archaeological and historical sources using digital mapping. For the 2016 iteration of the class we will focus on Central Park as a circumscribed area that can be explored in the context of a one-semester class. Students will design research projects around different aspects of the Park's history and landscape, and will be shown how to map, analyze and display their findings

using Excel, Q-GIS, and online mapping tools such as CartoDB and MapBox. The
term 'landscape' is used here in the broadest sense, to include human
understandings of place as much as ecology, geology and non-human actors such as
animals, cars and other elements. A key question we will explore is how mapping
tools such as Q-GIS can convey something of the embodied experience of moving
through and living in past landscapes, or of the sensual experience of the past in the
present.

Students will design their own research topics as part of three groups working on
related themes and will develop these as individual annotated maps at the end of
the class. Topics can draw upon existing excavation data, and present-day landscape
observation together with old maps and photographs and other historical sources.
The three themes are given below, together with suggested topics for research.

**Traces of human inhabitation: Reconstructing the pre-park landscape,
including evidence of different displaced communities and/or businesses**
- 20th century squatters' communities and the Great Depression
- The displacement of 19th century communities, farmsteads and households.
- Place and poetics – mapping the experience of the park through literary
  engagement with different locales

**Human-nonhuman interactions: Changing human-plant-animal relations in
the park and the city**
- Exotic species and native flora. The changing ecology of Central Park
- The changing relationship of working animals to people and the park
- Mapping Central Park Zoo and its animals.

A Remade Landscape: the interplay of place and imagined visions of the park.
- Infrastructure: Tracing the flow of water through the park and the growth of
  the city
- The preservation of military installations and strategic defenses in the later
  pastoral landscape of the park
- Lines of vision – viewshed and framing in Olmstead and Vaux's park
- Park dynamics: changing ways of moving through and navigating the park

Rationale
Landscape analysis and GIS mapping is a crucial part of an archaeologist's toolkit
and this course will introduce students to these key skills. However, the course is
also designed to encourage students to think broadly and critically about what kind
of information can be mapped, and what analytical purchase is offered by the work
of landscape analysis and mapping. Students will be encouraged to consider what is
hidden and effaced when maps are made, and the ways that these other stories and
histories might be brought into view. They will also learn to work with historic

maps and photographs and to find ways to integrate such evidence with archaeological data.

For students interested in pursuing archaeologically-related careers the course will be particularly useful in giving them a taste of the kind of research that they might undertake. Their final projects will also provide an exemplar of their research and skills that can be included in their portfolio as they go forward toward employment in cultural resource management, the museum and heritage sector, or further graduate study.

Assignments

Participation in class and fieldwork (25% of grade), plus homework assignments (15%)
The class is a mix of lecture, seminar and lab activities. Students are expected to come to class ready to discuss reading and to participate in seminar and lab activities.

As the semester progresses we will undertake a number of lab tutorials to learn the basics of Q-GIS and other mapping programs. As part of these tutorials and in developing the class projects we will clean up and map data pertaining to the pre-park Seneca village community. There will be various homework assignments related to these data.

Individual final projects (25%)
Students will be expected to develop a research project around an aspect of Central Park's archaeology and landscape and will create their own maps as part of their research. These may be made in QGIS, via online mapping programs, or offline by hand (although offline versions should be scanned/photographed and uploaded into our LabArchives class notebook). These projects will be discussed in class as we go along. Your final map should be accompanied by a short written discussion (5-6 pages) which outlines the process and choices through which the final map was developed, and discusses the potential and limitations of the particular form chosen. **Due 19th December**

Individual research proposal (10%)
A three to five page research proposal plus sketch map and bibliography is due at midterm. This should outline what sources have been consulted to date, and how students expect to draw upon them in their maps and final projects **Due 25th October,** with follow up discussion in class on **3rd November.**

Walking tour and maps (15%)
We will also work on three project maps that will synthesize some of the evidence from different student research projects in one place. These will be developed and workshopped in class. If the final maps and tours are strong enough they will be

posted online **The group maps are due in class on the 9th December.** (The first two hours of class will be spent troubleshooting the group project, and the last hour of class will be dedicated to presenting the group projects to the rest of the class.)

Walking tour and map research proposal (10%)
As preparation for the finished walking tour and map, students are expected to develop a viable proposal based on their group theme, ready to discuss in class on **1st December**. This may be undertaken as a single group effort, or as two or three different proposals to discuss and debate in class. However, you must work with at least two partners in putting this together.

Requirements
The class is designed for majors and concentrators in archaeology and for archaeology graduate students from different departmental backgrounds. There are no prerequisites, but students who have some background in archaeology will be given priority.

Office hours
I will be available on Thursdays from 4-5pm for discussion of questions that arise during class. I will also be available during open lab hours most Friday afternoons (exact time and place yet to be determined).

Absence, punctuality and academic ethics
Students should clear any absences from class with me in advance. Repeated absence or lateness without a valid excuse will be penalized. There will be no make-up assignments.

Below is part of **Columbia's Statement on Academic Integrity.** Students should be familiar with this and adhere to its guidelines. Any failure to do so will be reported to the appropriate dean, and risks being graded as an F.

"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."

"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."

Full statement and more details at:

http://www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement

Required course texts
Heckscher, M. H. (2008). *Creating Central Park*. New York, Metropolitan Museum of
        Art.

Recommended
Blackmar, E. and R. Rosenzweig (1992). *The Park and the People: A History of Central
        Park*. Ithaca, NY, Cornell University Press.
Cantwell, A.-M. E. and D. diZerega Wall (2003). *Unearthing Gotham: The Archaeology
        of New York City*, Yale University Press.

Readings will be posted online or may be found on reserve at the Butler Library.

Course Schedule:
N. B. This syllabus may be adjusted during the course. Students will be notified in
advance of any changes.

The first part of the semester will consist of mapping tutorials and discussion of
historic data. We will visit Central Park to see what above-ground traces of earlier
landscapes remain and to learn about landscape analysis. We will use handheld GPS
devices and cameras to record sites, track pathways, and geo-reference
photographs. Alongside this work we will consult reports of archaeological research
undertaken in the city and the park and read more widely on New York City history
and landscape. Other data sources that students might draw upon, depending on
their interests, include oral histories held by Columbia University and also literary
accounts of the park.

Week One ~ 8/Sept (Crossland and Rothschild)
Introduction to the course.
Looking at landscape: A walk around the neighborhood
Mapping exercise

Homework for next week (also see reading under 15/Sept): bring a map of NYC to
class for discussion. Post it on LabArchives in advance so that we can ensure there
are no duplicates.

Week Two ~ 15/Sept (Crossland and Rothschild)
Overview of landscape analysis and GIS mapping.

Discussion: landscape, maps and GIS
Lab: Mapping data, map projections, coordinate systems, issues and pitfalls.

Reading (Available on Courseworks):
Chapter 1 ("Studying Cities") from Rothschild, N. A. and D. diZerega Wall (2014).
Chapter 2 ("First Principles") from Connolly and Lake (2006).
Chapter 1 ("Walking in the city", pp. 92-110) from de Certeau (1984).

Week Three ~ 22/Sept No class

Week Four ~ 29/Sept (Crossland and Rothschild)
Field Trip to Central Park. Introduction to GPS devices.

Reading for this class:
- Heckscher (2008).
- Rosenzweig and Blackmar (1992): Chapter 1 ("The Gentleman from Europe", pp. 15-36) and Chapter 5 ("The Greensward Plan and its creators", pp. 121-149).
- Hugill (1986) "English Landscape tastes in the United States

Homework for next week:
Create excel spreadsheet from your GPS data following intructions **exactly** as given. Upload to LabArchives.

Week Five ~ 6/Oct (Crossland and Rothschild)
The History and politics of Seneca Village (Rothschild) & basics of GIS (Crossland)

Discussion: Seneca village histories

Lab: Mapping data: Vector and Raster data. Importing GPS data, making shape files. Sources of data.

Reading for this class:
- Wall, Rothschild & Copeland "Seneca Village and Little Africa" (2008).
- Rosenzweig and Blackmar (1992) Chapter 3 ('Private to Public Property', pp. 59-91)
- Cantwell and Wall (2001) Chapter 12 ("Daily Life in the 19th centiry..", pp206-223).
- Robin, C., and N. A. Rothschild (2002). "Archaeological ethnographies"

Homework for next week:

Using the data from your excel spreadsheets and the downloadable Manahatta shape files, create a pdf map of central park with legend, key, scale etc. Think carefully about how you present the map, the style you use for the different elements etc. Upload to LabArchives.

For the next class also consult Virga (2008) (on reserve in Butler Library). Think about how maps of the city have changed over time. What changes do you notice in perspective, content and labelling, style of depiction, orientation etc? How clear are the aims and authorship of these maps? What is hidden or effaced and what effects might they have had for the city and its inhabitants?

Finally: Think about potential research topic for your final projects and come to class ready to discuss.

Week Six ~ 13/Oct (Rothschild)
Mapping and the city.

Lecture:
History of mapping in NYC.

Discussion:
Discussion and critique of maps, their sources, limitations and possibilities. Workshopping of student research projects

Homework: midterm research and development

For your midterm proposal (due 25th October) please research available sources (historical and bibliographic) for your project, and prepare the following to be circulated and discussed in class on the 27th.

- A two page outline of your research paper
- A sketch map of your project
- An annotated bibliography (Minimum of 10 sources, not including texts read for class)
- A list of sources that you've consulted or anticipate consulting

Your outline should describe your proposed map and lay out its data sources, explaining how the map relates to your final project. Please come to the next class prepared to discuss the following questions:

Think about the narrative that your map tells. What techniques are you using to foreground it? What are the benefits and drawbacks to the approach you've chosen? What have you left out and why? Are there aspects that you have had to simplify?

What possibilities are there for viewers to query or question your narrative or the choices you've made in making the map?

We will return to these questions in following weeks and discuss them further as you develop your projects.

Week Seven ~ 20/Oct (Rothschild)

Archaeology of NYC
Overview of the archaeology and history of Central Park and New York more generally.

Reading:
- Lee and Hunter (2014) "Archaeological Testing and Monitoring…."
- Cantwell and Wall (2001), chapters 1 and 2 ("The archaeology pf NYC" and "Digging in NY", pp 3-32), chapters 8 ("A tumultuous encounter", pp.119-166), and chapter 9 ("Daily Life in New Amsterdam", pp167-187)

Week Eight ~ 27/Oct (Crossland and Rothschild)
Georeferencing Historic maps

Lecture/Discussion:
Archival research in NYC. Introduction to sources, themes and problems.

Lab: Introduction to NYPL's 'map warper'; georeferencing in GIS.
Importing and rectifying historic maps in QGIS.
Discussion of homework and of research projects.

Please read the following chapters from Blackmar and Rosenzweig's history of Central Park and consider the variety of historical documentation drawn upon by the authors. Compare with Holloway's account of mapping Manhattan. What are the different biases, interests and orientations that underpin the sources that are available for New York city? What is missing? How might archaeological evidence fit into the kind of narratives written by historians? What are the issues in mapping historical data?

Reading for this class: Blackmar & Rosenzweig (1992): Chapters 8 ("The Great Rendezvous", pp211-237) and 12 ("The Many Sided, Fluent…", pp307-339). Holloway (2013). Chapter TBA

Homework:
See tutorial notes for georeferencing the Planning and Condemnation maps.

Also prepare a short presentation of your research for class next week and
coordinate with your group on ideas for a walking tour.

Week Nine ~ 3/Nov (Crossland and Rothschild).
Presentations
Presentation and discussion of research projects in class – bring copies of your
materials to circulate. We'll also talk about possible walking tour group projects and
how you might organize them.

Lab: Digitizing historic maps 1.
Discussion of historic data sources: census data, maps etc and the issues with
combining with archaeology. In this and the following class we'll add digitized
elements to your QGIS maps, and learn how to use some of the analytical features of
the program.

Reading for this class:
Monmonier, chapter 10 "Data maps: making nonsense of the census", pp. 139-162
and chapter 11 "Color, attraction and distortion." Pp.163-173

Homework for next class:
1. Finish digitizing the block assigned to you and add the relevant information
following the tutorial instructions. Upload into LabArchives by Wednesday at 5pm
to give us time to compile everything for the next class.
2. Take some time during this and/or next week to meet with your group and
discuss your proposal presentation, ready to present your ideas on the **1st**
December.

Week Ten ~ 10/Nov
Mapping and historical memory

Discussion:
Issues around the spatializing of historical memory. How is memory tied to place?
What are the effects of mapping memory? What other possibilities are there?

Lab: Digitizing historic maps 2.
In the lab part of class we'll combine all the blocks that you've worked on and
discuss how to combine the data sets with other non-spatialized evidence, such as
the census data. We'll also learn how to do some basic analyses.

Reading:
Azaryahu & Foote (2008).
Dwyer & Alderman (2008).
Rose-Redwood (2008).

Week Eleven ~ 17/Nov NO CLASS: AAA meetings (To be rescheduled)

Week Twelve ~ 24/Nov NO CLASS: Thanksgiving

Week Thirteen ~ 1/Dec
Walking tour presentation and discussion.

Presentations and workshop:
Project presentations from the three groups, outlining your proposed walking tours, and their associated maps, and workshopping the issues involved.

Lab: Digitizing historic maps 3. Following on from last week's class we'll continue with developing the Seneca village dataset.

Media Center: Updating the Seneca Village map.
We'll talk with the Art History and Archaeology Media Center about how we can develop an online interface to incorporate the work we've done during the semester's tutorials, and also to display some or all of the group maps, or aspects of them.

Extra class on 2/Dec
Discussion: the politics of mapping
Focus on the political issues involved in mapping NYC

Lab: Webmapping with CartoDB
Exploring ways to map your projects online

Reading for this class
Rose-Redwood (2010)
Selections from 'Encountering Manahatta' forum (Rose-Redwood ed., 2011).
Hope Reed, H. and S. Duckworth (1967). Pp TBA.

Week Fourteen ~ 8 /Dec
Deep Mapping and mapping for the humanities

Discussion: In this class we'll think further about some of the possibilities and limitations of GIS for mapping historical data. We'll explore and discuss different approaches by scholars in the Humanities.

Lab: Webmapping with MapBox.
Developing projects and troubleshooting

Reading for this class:
Bodenhamer (2007) "Creating a landscape of memory"
Springett (2015) "Going deeper or flatter"
Loeffler (2015) "Glas journal"

Extra class on 9/Dec -- Group projects are due by the end of today's class.
In the lab: Finishing final projects and troubleshooting.

Research maps and papers are due one week after class is finished (on the 19th December). Please upload into LabArchives.

Course bibliography

Azaryahu, M., & Foote, K. E. (2008). Historical space as narrative medium: on the configuration of spatial narratives of time at historical sites. GeoJournal, 73(3), 179-194.

Bachelard, G. (1964).*The Poetics of Space.* New York: Orion Press.

Barnard, E. S. (2002). *New York City Trees.* New York, Columbia University Press.

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--- (1995). Central Park. *The Encyclopedia of New York City.* K. T. Jackson. Ithaca, NY, Yale University Press.

Blauner, A., ed. (2012). *Central Park: An Anthology*, Bloomsbury USA.

Bodenhamer, David J. (2007). "Creating a landscape of memory: The potential of humanities GIS." *International Journal of Humanities and Arts Computing* 1(2): 97-110.

Cantwell, A.-M. and D. d. Wall (2008). "Landscapes and Other Objects: Creating Dutch New Netherland." *New York History*: 315-345.

Cantwell, A.-M. E. and D. diZerega Wall (2003). *Unearthing Gotham: The Archaeology of New York City*, Yale University Press.

Casella, E. C. (2005). "Games, Sports and What-Not": Regulation of Leisure and the Production of Social Identities in Nineteenth Century America. In The Archaeology of Plural and Changing Identities (pp. 163-189). Springer US.

Central Park Conservancy. Central Park: A Research Guide. Available at: http://www.centralparknyc.org/assets/pdfs/institute/Central-Park-Conservancy-Research-Guide.pdf

de Certeau, M. (1984). *The Practice of Everyday Life.* University of California Press, Berkeley CA.

Conolly, J. and M. Lake (2006). *Geographical Information Systems in Archaeology.* New York: Cambridge University Press.

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Domosh, M. (1998). "Those 'gorgeous incongruities': Polite politics and public space on the streets of nineteenth-century New York City". *Annals of the Association of American Geographers*, 88(2), 209-226.

Dwyer, O., & Alderman, D. (2008). Memorial landscapes: Analytic questions and metaphors. *GeoJournal* 73(3), 165-178.

Gandy, M. (2003). *Concrete and Clay: Reworking nature in New York City*. Boston, MIT Press.

Grafton, J., ed. (1977). *New York in the 19th Century*. New York, Dover Pictorial Archives.

Greenberg, S. (1998). *Invisible New York: The Hidden Infrastructure of the City*. Baltimore, Johns Hopkins University Press.

Greenberg, S. (2003). *Waterworks: A Photographic Journey Through New York's Hidden Water System*. Princeton, Princeton Architectural Press.

Heath, B. J., and A. Bennett. (2008). "'The little Spots allow'd them': The Archaeological Study of African-American Yards." *Historical Archaeology* 34(2): 38-55.

Heckscher, M. H. (2008). *Creating Central Park*. New York, Metropolitan Museum of Art.

Holloway, Marguerite. (2013). *The Measure of Manhattan: The Tumultuous Career and Surprising Legacy of John Randel, Jr., Cartographer, Surveyor, Inventor.* WW Norton & Company.

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Hugill, P. J. (1986). English landscape tastes in the United States. *Geographical Review* 74(4):408-423.

Janowitz, M. F. and D. Dallal (2013). *Tales of Gotham, Historical Archaeology, Ethnohistory and Microhistory of New York City*, Springer Science & Business Media.

Kadinsky, S. (2016). *Hidden Waters of New York City: A History and Guide to 101 Forgotten Lakes, Ponds, Creeks, and Streams in the Five Boroughs*. New York, Countryman Press.

Kryder-Reid, E. (1994). "The archaeology of vision in eighteenth-century Chesapeake gardens." *The Journal of Garden History* 14(1): 42-54.

Landon, D. B., Dujnic, T., Descoteaux, K., Jacobucci, S., et al. (2007). Investigating the heart of a community: Archaeological excavations at the African Meeting House, Boston, Massachusetts. Research Report. Available at: http://scholarworks.umb.edu/fiskecenter_pubs/2/

Lee, J. and R. Hunter (2014). Archaeological Testing and Monitoring Forts Landscape Reconstruction Porject. Central Park, Borough of Manhattan, New York. Available at: http://s-media.nyc.gov/agencies/lpc/arch_reports/1545.pdf

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Loeffler, Silvia. (2015). "Glas Journal: Deep Mappings of a Harbour or the Charting of Fragments, Traces and Possibilities." *Humanities* 4(3): 457-475.

Miller, S. C. (2003). *Central Park, An American Masterpiece: A Comprehensive History of the Nation's First Urban Park*. New York, Harry N. Abrams.

Monmonier, M. (2014). *How to Lie with Maps.* University of Chicago Press.

Munn, N. D. (2013). "The" becoming-past" of places: Spacetime and memory in nineteenth-century, pre-Civil War New York." *HAU: Journal of Ethnographic Theory* 3(2): 359-380.

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Rose-Redwood, R. (2003). Re-Creating the Historical Topography of Manhattan Island. *Geographical Review*, 93(1), 124-132

-- (2008). From number to name: symbolic capital, places of memory and the politics of street renaming in New York City. *Social & Cultural Geography*, 9(4), 431-452.

-- (2011). Mythologies of the grid in the Empire City, 1811–2011. *Geographical Review,* 101(3), 396-413.

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Steinberg, T. (2014). *Gotham Unbound: The Ecological History of Greater New York*. New York, Simon & Schuster.

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Wall, D. d. (1999). "Examining gender, class, and ethnicity in nineteenth-century New York City". *Historical Archaeology 33*(1): 102-117.

Wall, D. d., N. A. Rothschild and C. Copeland (2008). "Seneca Village and Little Africa:
    Two African American communities in antebellum New York City." *Historical
    Archaeology*: 97-107.
Wall, D. d., N. A. Rothschild, C. Copeland, and H. Seignoret (2004). "The Seneca
    Village Project. Working with Modern Communities in Creating the Past." *In*
    Places in Mind: Public Archaeology as Applied Anthropology. Paul A. Shackel
    and Erve Chambers, eds. Pp. 101–118. London ; New York: Routledge.
Watson, E. B. and E. V. Gillon Jr., eds. (1976). *New York Then and Now*. New York,
    Dover Publications.

Data sources and other useful sites:

Online:

Columbia University Oral History Archives
Access to the oral history online search portal and other resources
http://library.columbia.edu/locations/ccoh.html

GIS data depo, USGS digital elevation models, etc
http://data.geocomm.com
NY State data available at:
http://data.geocomm.com/catalog/US/61061/datalist.html

NY Public Library Milstein collection of digital images
Includes many old photographs, engravings etc of New York City
http://digitalcollections.nypl.org/collections/

Old NYC
Mapping historical photographs and engravings of the city from the NYPL
collections
https://www.oldnyc.org

NY Public Library Map Warper
Many downloadable historic maps of New York
http://maps.nypl.org/warper/

Library of Congress
Many downloadable historic maps of New York
https://www.loc.gov/item/73691802/

David Rumsey Map Collection
Many historic maps available to download
http://www.davidrumsey.com

NYC Open Data
Huge amount of recent city data available for download
https://nycopendata.socrata.com

http://www1.nyc.gov/site/planning/data-maps/open-data.page

Mannahatta Project
Reconstruction of precolonial Manhattan. Shape files can be downloaded under
geographic data
https://welikia.org/download/scientific-data/

CU libraries NY data site
Helpful website with a list of NY resources
http://library.columbia.edu/locations/dssc/data/nyc.html

NHGIS Data Finder.
Historic census data and maps. For analysis at the local level this site is most useful
for 20th century onward (block and census tract information is not available for
earlier maps).
https://data2.nhgis.org/main

Useful mapping tutorials
http://c4sr.columbia.edu/tutorials

Offline:
**NY Department of Records, Municipal Archives, 31 Chambers Street, Room
103**
http://www.nyc.gov/html/records/html/archives/archives.shtml

NY Historical Society, 170 Central Park West
http://nyhistory.org/library/printed-collections/maps