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course title: Why Space Matters to History
institution: University of New Mexico
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The University of New Mexico
History 680 / Spring 2004
Th 4:00-6:30
2068 Mesa Vista Hall

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WHY SPACE MATTERS TO HISTORY

Academic interest in space has grown markedly in the past quarter-century, enriching various disciplines and fostering new approaches to the study of human societies past and present. This graduate seminar is designed to introduce students to the ways that historians, theorists, and other scholars have problematized space and incorporated spatial considerations into their thinking. We will acquaint ourselves with some of the most influential works and concepts that have arisen from the study of space, and will devote particular attention to learning to incorporate the insights particular to spatial approaches into our own research agendas.

Reading Assignments / Students are responsible for actively and thoroughly reading the twelve required books and, on occasion, book excerpts and articles that will be provided as additions to, or foils for, the main texts. The principal books for the course—J.B. Jackson, *Landscape in Sight*; Chris Wilson and Paul Groth, eds., *Everyday America*; Rhys Isaac, *The Transformation of Virginia*; Gwendolyn Wright, *Building the Dream*; Jürgen Habermas, *The Structural Transformation of the Public Sphere*; Mary Ryan, *Civic Wars*; Michel Foucault, *Discipline and Punish*; William Cronon, *Nature's Metropolis*; D. W. Meinig, *Transcontinental America*; David Harvey, *The Condition of Postmodernity*; Kenneth T. Jackson, *Crabgrass Frontier*; and Henri Lefebvre, *The Production of Space*—are available at the UNM Bookstore.

Writing Assignments / This is primarily a reading-driven seminar, but there will be a short and relatively informal written assignment of about 750 words required for most class sessions. The subject matter for each will be provided at least one week in advance, though at the student's option she or he may substitute a formal book review of the work in question. In addition, there will be a longer paper assignment of about 7,500 words due at the end of the class. The subject matter is to be determined in consultation with the professor, and may include a historiographical essay, research prospectus, exhibition plan, or original article, depending upon the interests of each student.

Grading / Each student will be evaluated on the basis of his or her ten best short papers (25% total), final writing assignment (25%), and active and informed participation in class discussion (50%). Students are expected to be at every class session after the first, and each will be asked periodically—always with advance notice, of course—to present thoughts on a reading, discuss the progress of the final writing assignment, or, in some cases, discuss alternative readings that have been assigned.

Accessibility / This class is open to UNM history graduate students and others with a special interest in the subject matter. Anyone requiring assistance to facilitate full and equal participation should speak with the instructor to make appropriate arrangements.

Week One / 20 January:

Seeing—Drawings of neighborhoods

Week Two / 27 January:

Reading—J.B. Jackson, *Landscape in Sight*

Week Three / 3 February:

Reading—Chris Wilson and Paul Groth, eds., *Everyday America*

Week Four / 10 February:

Reading—Rhys Isaac, *The Transformation of Virginia*
Gwendolyn Wright, *Building the Dream*, Chapter 1

Week Five / 17 February:

Reading—Jürgen Habermas, *The Structural Transformation of the Public Sphere*

Week Six / 24 February:

Reading—Mary Ryan, *Civic Wars*
Gwendolyn Wright, *Building the Dream*, Chapters 2 and 4.

Week Seven / 2 March:

Reading—Michel Foucault, *Discipline and Punish*

Week Eight / 9 March:

Reading—William Cronon, *Nature's Metropolis*, Prologue, Parts I and II

Spring Break:

¡Gózaló!

Week Nine / 23 March:

Reading—William Cronon, *Nature's Metropolis*, Part III and Epilogue
D. W. Meinig, *Transcontinental America*, Part I and Part II, selections

Week Ten: 30 March:

Reading—D. W. Meinig, *Transcontinental America*, Parts III and IV

Week Eleven / 6 April:

Reading—David Harvey, *The Condition of Postmodernity*

Week Twelve / 13 April:

Reading—Kenneth T. Jackson, *Crabgrass Frontier*
Gwendolyn Wright, *Building the Dream*, Chapters 6, 8, 10, 13

Week Thirteen / 20 April:

Reading—Anthony Giddens, selections
Edward Soja, *Postmodern Geographies*, selections

Week Fourteen / 27 April:

Reading—Henri Lefebvre, *The Production of Space*, selections

Week Fifteen / 4 May:

Reading—Review notes and readings from class for summary discussion.