“Maps are never value-free images; except in the narrowest Euclidean sense they are not in themselves either true or false. Both in the selectivity of their content and in their signs and styles of representation maps are a way of conceiving, articulating, and structuring the human world...”

— J. B. Harley, “Maps, Knowledge, and Power”

Description:
Astrolabes, sea charts, atlases, and more recently global positioning systems (GPS) or geographic information systems (GIS) are all tools for the navigation and mapping of the surface of the earth. Behind each of these specific measuring devices is a culture of production that informed its making or the map images produced by these tools as well as the divergent ways in which the maps may be read by different audiences. In this course, we will examine the visual history and cultural production/reception of maps as various discourses of power, nation building, identity formation, and economics. From prehistoric cave drawings to spatial history digital projects, topics will include mapmaking traditions in Western Europe, China, Central and South Asia, pre-contact America, as well as the intersection of these practices and the application of digital mapping within this history. The course is divided into three sections—Mapping the World, Mapping Empire, and Mapping a New World—that offer different perspectives on the central theme of the course: What is the function of maps?

Goals
• to provide an art historical overview of different map-making traditions, those that are both familiar and unfamiliar to our contemporary eyes and expectations of maps
• to consider maps as products of the cultures and intellectual climate in which they were made
• to relate key moments in the history of mapping to a larger discourse of spatial thinking
• to engage in the practice of map-making as a critical exercise

Objectives
• to recognize and critically comment on iconographical and structural components of maps/mapping
• to incorporate primary document research in developing a thesis-centered mapping project
• to develop a critical essay that examines the function of maps, as a practice in general as well as in your engagement in the making of maps
Assignments

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<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>25%</td>
<td>Class Participation</td>
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<tr>
<td></td>
<td>Attendance: deduction in grade after 3 unexcused absences (see policy under Responsibilities &amp; Etiquette section)</td>
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<tr>
<td></td>
<td>Participation: discussions, activities, and informal writing exercises (including free-writing, blog, and forum posts)</td>
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<td></td>
<td>Tutorials: completed in class</td>
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<tr>
<td>15%</td>
<td>Project 1</td>
</tr>
<tr>
<td></td>
<td>The Language of Maps: exploring the <em>iconography</em> of early modern world maps, using StoryMap JS</td>
</tr>
<tr>
<td>15%</td>
<td>Project 2</td>
</tr>
<tr>
<td></td>
<td>The Meaning of Maps: exploring <em>interpretations</em> of maps through collective analysis, creating a Scalar digital book</td>
</tr>
<tr>
<td>15%</td>
<td>Project 3</td>
</tr>
<tr>
<td></td>
<td>The Experience of Maps: exploring the lived experience of nineteenth-century maps, using a tool of your choice to engage in the <em>practice</em> of mapping</td>
</tr>
<tr>
<td>30%</td>
<td>Essays</td>
</tr>
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<td></td>
<td>Three assignments that build into a single essay that reflects on the work you do in your projects and investigates the central theme of the course: what is the function of maps? Grade distribution is graduated over the three assignments as your essay becomes more complex (meaning, not all the assignments are weighted equally)</td>
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</table>

Completing work: A large portion of the class is devoted to digital mapping projects that use different platforms that we will learn together in the semester. In other words, you DO NOT have to know these programs before the class begins. But, you will need to be in class to learn how to use them so that you can complete the assignments on time. The other main component of the course is writing, both informal and formal. We will use writing as a way to think more deeply about the practice of mapping and especially to reflect on our engagement in mapping. It is expected that you will incorporate particular mapping works presented in lectures as well as the ideas we will discuss from the readings into your essay assignments. At the beginning of some classes, we will spend time writing informally about the readings (which should be completed before class time). Bring paper and pen/pencil for these exercises.

Submitting work: All due dates for assignments are highlighted in the Course Calendar and on our Google Class. Unexcused late submission of assignments will result in a reduced grade, 5% each day it is late.

*** Note on Plagiarism ***

With the incredible accessibility of information at our finger tips, it is extremely important to remain vigilant against instances of plagiarism. To quote from the Bard handbook: “To plagiarize is to ‘steal and pass off as one's own the ideas, words, or writings of another’ (Merriam-Webster). This dictionary definition is quite straightforward, but it is possible for students to plagiarize inadvertently if they do not carefully distinguish between their own ideas or paper topics and those of others. The Bard faculty regards acts of plagiarism very seriously.” Likewise, plagiarism is treated very seriously in this class. Any act of plagiarism will result in an F (zero) for the assignment. To read more on guidelines to avoid plagiarizing someone else's work, see: [http://inside.bard.edu/doso/handbook/index.php?aid=1201&sid=705](http://inside.bard.edu/doso/handbook/index.php?aid=1201&sid=705)
Responsibilities and Etiquette:

Ideally, you should be present (in mind and body) for every class and on time. If you have to miss, please let me know in advance by email for consideration of an excused absence. I will reserve the right to judge whether an absence should be excused. Any unexcused absences will directly affect your in-class participation grade (which in total is worth two letter grades) and may affect your writing and exam grades because you will miss time devoted in class to complete these assignments. Three unexcused absences will result in a deduction of 15% of the participation grade, with every subsequent absence resulting in an additional 5% of the participation grade. Unless the absence is legitimately excused, no make-up tutorials are offered. No in-class assignments can be made up. More than five minutes late to class is considered an unexcused absence.

It is important that you arrive to class on time and prepared for the day’s activities: ready to take notes, to discuss the readings, and participation in class activities. If you use a laptop for taking notes or referring to your annotated readings, refrain from surfing the web. This is not the time to shop, check email, social media, or find other distractions from class activities.

In keeping up with class assignments, it is your responsibility to track the due dates and plan your time as it works best for you. The dates are listed in the Course Calendar below as well as on the assignment prompts that will be distributed in class and posted on the course blog under the tab: Assignments.

The best way to stay in contact with me outside of class is by email. I will respond as promptly as possible, but please note that I do not respond to emails after 7:00 pm and before 9:00 am Monday-Friday, and you may not receive a response from me on the weekends until Monday morning. Please plan your correspondence accordingly. When writing emails to you, I strive to maintain a level of courtesy and respect by beginning the email with a proper salutation such as “Dear Name” or “Hi Name.” I ask that you return the favor and not address emails with “Hey Professor” or simply “Hey.”

This class requires you to use a number of web platforms. Each of these platforms will be discussed in class. If you have trouble with any of the platforms, it is your responsibility to email or see me (office hours, EH Open Labs, before/after class time) immediately and do not wait until the assignment is due.

This syllabus is subject to change. You will be notified of all modifications to assignments by email and in class.

Rubric for Class Participation:

A range: A strong class participant comes to class prepared: does the reading before class, contributes questions and comments about the reading to the class discussion, does not overwhelm others during the conversation, participates in the informal writing sessions, completes blog/forum assignments on time, and provides constructive feedback during peer-review sessions.

B range: A “B range” class participant does the reading before class but may contribute less than a stronger, “A range” participant. A “B range” participant may not be as good a listener as an “A range” student. Missed or was late in completing more than 10% but less than 20% of the participation assignments.

C range: A “C range” participant fails to do the reading before class, but can contribute when asked questions about the conversation or images being shown. Missed or was late in completing more than 20% but less than 30% of the participation assignments.

D range: A “D range” participant has excessive absences or is frequently late and cannot participate fruitfully in discussions of the readings or the images. Missed or was late in completing more than 30% but less than 40% of the participation assignments.
Section I: Mapping the World

Prehistoric Mapping
W1 | Mon, Aug 29
Introduction and Syllabus Review

W1 | Wed, Aug 31

Tutorial: Subscribing to our WordPress site, how to create a blog post

Response DUE Thursday, Sep 1 by midnight:
Blog post response on James Wan’s article and Kai Kraus’s mapping project

Mapping in the Ancient World and the Imagination
W2 | Mon, Sep 5

Tutorial: Signing up for early modern world map, using Google Drive

W2 | Wed, Sep 7
Project Waypoint DUE by classtime:
Choose early modern world map for Project 1


Tutorial: Researching your early modern map

Essay Waypoint DUE Friday, Sep 9 by midnight:
Response to groundwork questions for thesis paragraph

Mappaemundi
W3 | Mon, Sep 12

Tutorial: Preparing map image for StoryMap JS

W3 | Wed, Sep 14
Project Waypoint DUE by classtime:
1) Written summary of formal and iconographical components to research; 2) Upload map to StoryMap JS

Tutorial: Using StoryMap JS to create slides

Essay Waypoint DUE Friday, Sep 16 by midnight:
Response to questions about your early modern map

Mapping Language
W4 | Mon, Sep 19
Reading: Chet van Duzer, “A Northern Refuge of the Monstrous Races: Asia on Waldseemüller’s 1516 Carta Marina,” Imago Mundi 62, no. 2 (2010), 221-231.

W4 | Wed, Sep 21
Project Waypoint DUE by classtime: 5/10 components to StoryMap

Essay 1 DUE Friday, Sep 23 by midnight:
Thesis paragraph of 250-300 words

Mapping as Process
W5 | Mon, Sep 26

W5 | Wed, Sep 28

Project 1 DUE Friday, Sep 30 by midnight: StoryMap JS Project

Section II: Mapping Empire

Mapping and Science
W6 | Mon, Oct 3
W6 | Wed, Oct 5
Reading: Richard White, "What is Spatial History," The Spatial History Project (February 2010).


Tutorial: Introduction to using Scalar, creating accounts and joining our collective book

Project Waypoint DUE Friday, Oct 7 by midnight: Embed StoryMap in Scalar book, list of the ten topics from your StoryMap

Introduction to Spatial Theory
W7 | Mon, Oct 10 *** NO CLASS***

W7 | Wed, Oct 12

Tutorial: Class combines collective list of topics, planning and organizing our work

Essay Waypoint DUE Friday, Oct 14 by midnight: Response reflecting on Lefebvre’s argument and your early modern map

Mapping China
W8 | Mon, Oct 17

Tutorial: Creating a page with media in Scalar

W8 | Wed, Oct 19

Tutorial: Group work on topic pages in Scalar

Essay Waypoint DUE Friday, Oct 21 by midnight: Response reflecting on Soja’s arguments and your early modern map
Mapping New Spain  
**W9 | Mon, Oct 24**  
**Reading:** Michel Foucault, “Of Other Spaces: Utopias and Heterotopias,” a lecture delivered in March 1967, originally published as “Des Espace Autres,” in *Architecture/Mouvement/Continuité* (October 1984), trans. from French by Jay Miskowiec.  
**Tutorial:** Making connections between our topics in Scalar

**W9 | Wed, Oct 26**  
**Tutorial:** Group work on analyses of our topics in Scalar

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Essay Waypoint DUE Friday, Oct 28 by midnight:  
Response reflecting on Week 9 readings and your early modern map

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Mapping Empire  
**W10 | Mon, Oct 31**  
**Tutorial:** Finalizing analyses of our topics in Scalar

**W10 | Wed, Nov 2**  
**Reading:** Edney, “The Irony of Imperial Mapping,” 32-45.  
**Tutorial:** Mapping tools and introduction for Project 3

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Essay 2 DUE Friday, Nov 4 by midnight:  
Thesis paragraph + reflections on spatial theory in about 500 words

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Section III: Mapping a New World

Mapping America  
**W11 | Mon, Nov 7**  

**W11 | Wed, Nov 9**  
**Reading:** J. B. Harley, “Rereading the Maps of the Columbian Encounter,” *Annals of the Association of American Geographers* 82, no. 3 (September 1992), 522-542.

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Project Waypoint DUE Friday, Nov 11 by midnight: proposal for Project 3
### Mapping the Republic

**W12 | Mon, Nov 14**


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**W12 | Wed, Nov 16**


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*Project + Essay Waypoint DUE Friday, Nov 18 by midnight: report on Project 3 progress*

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### Mapping the American City

**W13 | Mon, Nov 21**


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**W13 | Wed, Nov 23**

**Reading:** David K. Patton, Amy K. Lobben, and Bruce M. C. Pape, “Mapping Cities and Towns in the Late Nineteenth and Early Twentieth Centuries: A Look at Plat, Sanborn, and Panoramic Mapping Activities in Michigan,” *Michigan Historical Review* 31, no. 1 (Spring 2005), 93-122.

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### Mapping the Local

**W14 | Mon, Nov 28**


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**W14 | Wed, Nov 30**


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*Essay 3 DUE Friday, Dec 2 by midnight: Revised thesis and theoretical paragraphs + reflections on the practice of mapping*

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### Art and Cartography

**W15 | Mon, Dec 5**


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**W15 | Wed, Dec 7 ***ADVISING DAY*** NO CLASS

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**W16 | Wed, Dec 14 — Project 3 DUE**