

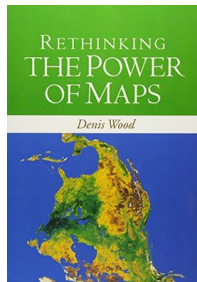
HON 2010: Maps, Messages, and Meaning



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Office Hours:
Wednesdays 9am-Noon; 2:30-3:30pm
Thursdays 2-4pm
Class Times:
Tuesdays and Thursdays, 9:30am-10:45am

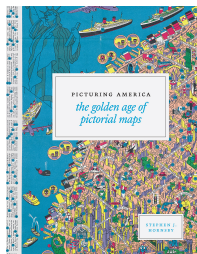
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Required Materials



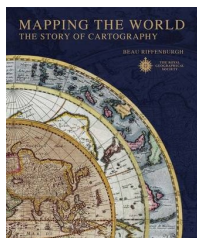
Wood, Denis, John Fels, and John Krygier. *Rethinking the Power of Maps.* New York: Guilford Press, 2010.

Recommended Books



Hornsby, Stephen J. *Picturing America: The Golden Age of Pictorial Maps.* Chicago: University of Chicago Press, 2017.

**This book informs the lecture and discussion for the first week of class, but readings from it are not directly assigned, and the book will be available to students from the instructor.*



Riffenburgh, Beau. *Mapping the World: The Story of Cartography.* Andre Deutsch, 2014.

**While this book will be used for presentations throughout the class, it will be available from the instructor for presentation preparation.*

Course Description

Maps are easy to imagine as objective, impartial objects: but they're not so simple. This class will question the history of maps and mapping to think critically about how the maps we are familiar with came to be, and what maps are missing. How does cartography communicate power, visual culture, or coloniality? We will attempt to answer these questions, and pose new ones, as we research existing maps and create our own.

This course is a Critical Thinking (CT2) Seminar. According to the Association of American Colleges and Universities, "critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion."¹ Through the context paper specifically, and the class discussions throughout, this class asks you to consider issues, positions, and evidence. Throughout the course you will practice thinking about meaning and the implications of visual arguments.

Student Learning Outcomes

By the end of this course:

- Students will explain the rhetorical role of maps as arguments.
- Students will synthesize information into presentations to instruct their peers.
- Students will investigate and analyze current and historical issues in mapping, and will evaluate responses to those issues.
- Students will demonstrate critical thinking skills in regard to the uses of maps.

Course Requirements and Assignments

Mapping the World History Presentation (10 Percent)

Students will each prepare a 5-7 minute formal class presentation on map history from a section of Riffenburgh's history of cartography. Each presentation should summarize key findings from the section. Presentations must include an introduction to points covered in the presentation, and clear body section addressing key findings, and a clear conclusion that reviews the most important content from the presentation. Each presentation should clearly cite all reference material used verbally and/or verbally, including Riffenburgh. A clear presentation citation includes the author's last name, the year of publication, and the source of material (the journal, book, or newspaper, etc.). Outside research is encouraged, but not required. A small percentage of the grade is based on engaging and professional delivery.

¹ Association of American Colleges and Universities. "Critical Thinking VALUE Rubric." 2009. <https://www.aacu.org/value/rubrics/critical-thinking>

Context Paper – 5-7 pages (10 Percent)

For this paper, you will take the thesis or question you are working with for your semester research project. The paper is particularly focused on Critical Thinking skills. You will need to identify stakeholders relevant to your issue, and develop a brief history and context of those positions. Think about the issue you want to address in your final paper, and work through what considerations need to be made for power and privilege, intent and impact, and the influences of biases. You will be evaluated on your explanation of the issues, your use of evidence, your analysis of the influence of context and assumptions, your position on the issue, and your conclusion on the implications and consequences.

Research Paper – 8-12 pages (30 Percent)

For this assignment you are asking a research question or supporting a thesis with a clear claim. Your project must address maps or mapping, and will utilize a standard research format including title, abstract, introduction, literature review, methods, results, discussion, conclusion, and references. Your research should include appropriate and credible sources: each project should utilize at least 3 sources from the syllabus, and at least 3 sources from individual research, and at least one of each category must be an academic source. Your paper will be assessed with expectations for quality in critical thinking, application of research, and analysis of information.

Research Presentation – 7-8 minutes (10 Percent)

Students will prepare a formal presentation of their research to share with the class. These presentations will take place as panel presentations, in the style of academic conferences, where students will be arranged into topical presentation groups. After each panel, there will be a chance for questions from the rest of the class. Each student will be creating their presentation based on the research from their research paper. The content will need to be modified to be appropriate for a presentation, and students should not read from their research papers for their presentation. Instead, think about what information you need to present to your peers in order for them to understand your issue and your argument.

Mapping Project (20 Percent)

For this project, you will create a map, using whatever artistic, creative, or technological method(s) you choose. You may present your map in physical form or digitally. Your map should be your own original creation, though you may utilize base map material as a canvas, either on paper or on a computer. Your final map will be turned in for grading, but can be returned if desired. If your project is larger than poster sized, please consult with the professor.

To accompany the map, you will need to create a cartographer's statement. Like an artist's statement, your cartographer's statement should explain the inspiration for your map and what it signifies. In addition, you should incorporate material from the course to clearly explain your choices for your map, regarding aspects like your creation process, marginalia, legends, base maps, focus, argument, myth, or data. Your cartographer's

statement should be between 1-2 pages in length, single spaced. These will be graded for **depth** and for **clarity**.

Participation (20 Percent)

Participation will be graded holistically. Be on time for class, listen and engage thoughtfully. Come prepared ready to discuss each reading and topic.

Grading Scale

Grades in this course are calculated according to the following scale:

- 900-1000 points (90%-100%) A
- 800-899 points (80%-89%) B
- 700-799 points (70%-79%) C
- 600-699 points (60%-69%) D
- 599 points or fewer (59% and lower) F

Course Policies

Attendance:

Attendance is required and will be taken at all lectures. You may miss, without penalty, **no more than one week's worth of class during the semester** (i.e., three classes for MWF and two classes for T/TH class, etc.). Exceeding this number of absences before the drop date will provide cause for an instructor to drop a student from the class. Should excessive absences accumulate, the instructor may impose a final grade penalty per absence (i.e., 10% penalty for a once a week MWF class and 5% for a twice a week TTH class, etc.).

Excused absences are those that result from: 1) university-authorized activity; 2) death in the immediate family; 3) participation in legal proceedings; 4) serious illness; or 5) religious holidays. To have an absence excused, the student must provide the instructor with official documentation **within one week** of having missed the class. It is the student's responsibility to follow correct procedures, thereby ensuring help for the student and verification for the instructor that the reason for the absences is valid.

Should a situation arise that requires long-term absence, the student should follow the proper procedures outlined by the Office of Student Affairs.

Waiting Policy:

If your instructor is ever late to class, please wait for fifteen (15) minutes. After that time, the class will be considered cancelled.

Inclement Weather:

Any exam or presentation that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the

next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation.

Email Policy:

Please use your Clemson.edu email for communication outside of class. I will do my best to reply as soon as possible, but allow for up to one business day for a response.

Grade Concerns-“24/7 Policy”:

Grades will not be discussed within 24 hours from when they are handed back, but must be brought up within 7 days if there are disputes or other concerns.

Academic Integrity Statement:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” –Clemson University’s statement on Academic Integrity

We all have the legal and ethical responsibility not to engage in any form of academic dishonesty. Academic dishonesty includes any of the following:

- 1) Academic dishonesty includes giving, receiving or using unauthorized aid on any academic work.
- 2) Plagiarism, a form of academic dishonesty, includes the copying of language, structure or ideas of another and attributing the work to one's own efforts.
- 3) All academic work submitted for grading contains an implicit pledge and may contain, at the request of the instructor, an explicit pledge by the student that no unauthorized aid has been received.
- 4) Academic dishonesty includes attempts to copy, edit or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner or file number owner.

Breaches of the academic dishonesty policy will be punished as severely as university policy permits.

Authenticity Policy:

Each instructor reserves the right to run any assignments through turnitin.com to check for authenticity of the document. Your instructor may ask for an electronic version of any document in order to perform this check.

Civility Statement:

As members of the Communication Studies faculty, we believe it is our obligation to maintain a classroom environment conducive to learning. In addition, we believe we are responsible for

preparing our students to succeed as communication professionals after graduation. Given these beliefs, we share these expectations for our students' classroom conduct:

- 1. Students should attend class consistently.**
- 2. Students should arrive to class in a timely way.**
- 3. Students should be prepared for the day's class activity.**
- 4. Students' attention should remain focused on course content during class.**
- 5. Students should demonstrate respect for the professor, as well as for their peers in class.**

The various members of the faculty encourage these behaviors in different ways, but we all share the same core beliefs regarding civility and professionalism in the classroom.

Technology:

Please keep the use of technology in the classroom directed toward classroom activities. If you are using an electronic device to access course materials or take notes, please do not spend class time on social media, online shopping, watching funny youtube videos, or finding cute puppy memes. Please make sure you are engaged in class during class. If technology in the classroom is not being used for class or becomes disruptive, you will be asked to refrain from using it.

Title IX:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campuslife/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).

Responsible Employee:

Instructors at Clemson university are considered "responsible employees" which means that we been given the duty of reporting incidents of sexual violence or any other sexual misconduct to the Title IX Coordinator or Deputy Title IX Coordinator. If you wish to disclose related information in coursework or in conversation, it will also need to be disclosed to the Title IX Coordinator. If you are interested in a confidential resource, you should talk to the Counseling and Psychological Services (CAPS).

Document Format and Source Citation Policy:

All work for this course should a citation guide. Chicago, MLA, or APA are acceptable, but must be consistent and coherent.

Make-up Policy:

No make-up work is accepted without proper documentation and prior approval.

Late Work Policy:

All work must be turned in on the appropriate due date. The instructor may impose whatever penalty (including refusal to accept late work) that they see appropriate for work that is submitted late.

Accessibility:

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can access further information here: <http://www.clemson.edu/campus-life/campusservices/studentaccess>.

Disclaimer:

This syllabus represents a “best” plan for the course; as with most plans, it is subject to changes made necessary by time, space, and personnel constraints.

Course Schedule

DATE	DESCRIPTION	DUE
Thursday, January 9	📅 Introduction	
History of Mapping		
Tuesday, January 14		📖 Hornsby, Stephen J. <i>Picturing America: The Golden Age of Pictorial Maps</i> . Chicago: University of Chicago Press, 2017.
Thursday, January 16		📖 Thomas, Rhondda Robinson. "Reconstruction, Public Memory, and the Making of Clemson University on John C. Calhoun's Fort Hill Plantation." <i>American Literary History</i> 30, no 3 (2018) 584-607.
What are Maps?		
Tuesday, January 21	📍 <i>Mapping the World</i> Presentation: The First Maps	📖 Wood, Denis, John Fels, and John Krygier. <i>Rethinking the Power of Maps</i> . New York: Guilford Press, 2010. Introduction and Chapter 1
Thursday, January 23	📍 <i>Mapping the World</i> Presentation: Greek Mapping Traditions & Roman Maps and Itineraries	📖 Akerman, James R. "A View from America: Map Collecting, 'Treasure House' Libraries, and American Civic Influences on the History of Cartography." <i>Imago Mundi</i> , 66:sup1 (2014) 21-43.
What are Maps?		
Tuesday, January 28	📍 <i>Mapping the World</i> Presentation: Chinese and Pacific Society of Maps	📖 Wood, Denis, John Fels, and John Krygier. <i>Rethinking the Power of Maps</i> . New York: Guilford Press, 2010. Chapter 2 and Chapter 3
Thursday, January 30	📍 <i>Mapping the World</i> Presentation: Islamic Maps and Cartography	📖 Crampton, Jeremy W. "Maps as Social Constructions: Power, Communication and Visualization." <i>Progress in Human Geography</i> 25, no. 2 (2001): 235-52. doi:10.1191/030913201678580494. 📖 Rogoff, Irit. "Mapping." In <i>Terra Infirma: Geography's Visual Culture</i> , 73-111. London: Routledge, 2006.
What are Maps?		
Tuesday, February 4	📍 <i>Mapping the World</i> Presentation:	📖 Wood, Denis, John Fels, and John Krygier. <i>Rethinking the Power of Maps</i> . New York: Guilford Press, 2010. Chapter 4

	Medieval Maps and Charts	
Thursday, February 6	<p>📌 <i>Mapping the World</i> Presentation: New Ideas, New Technology and New Men & Columbus and the New World</p>	<p>📖 Klettner, Silvia. "Why Shape Matters—On the Inherent Qualities of Geometric Shapes for Cartographic Representations." <i>International Journal of Geo-Information</i> 8, no 5. (2019): 217.</p> <p>📖 Griffin, Dori. "MAPPING AN IMAGINARY ARIZONA: George Avey, "Arizona Highways", and Illustrated Cartography." <i>The Journal of Arizona History</i> 52, no. 3 (October 01, 2011): 245-70.</p>
What are Maps?		
Tuesday, February 11	<p>📌 <i>Mapping the World</i> Presentation: The Spanish and Portuguese: Mapping Recent Discoveries & Cosmographies and the Development of Projections</p>	<p>📖 Wood, Denis, John Fels, and John Krygier. <i>Rethinking the Power of Maps</i>. New York: Guilford Press, 2010. Chapter 5</p> <p>📖 Lovell, Eric J. "Roads, Lines, and Boundary Objects: A Critical Cartographic Look at the Development of the Serengeti Highway." <i>Cartographica: The International Journal for Geographic Information and Geovisualization</i> 52, no. 4 (2017): 310-21. doi:10.3138/cart.52.4.2017-0011.</p>
Thursday, February 13	<p>📌 <i>Mapping the World</i> Presentation: James Rennell: Mapping India, Africa and Ocean Currents & British Cartography Looks Inward</p>	<p>📖 Luger, Chelsey. "This App Can Tell You the Indigenous History of the Land You Live On." YES! Magazine. April 17, 2018.</p> <p>📖 Aldern, Clayton. "Cartographers Without Borders." Logic Magazine. April 01, 2018. https://logicmag.io/03-cartographers-without-borders/.</p>
Technologies of Mapping		
Tuesday, February 18	<p>📌 <i>Mapping the World</i> Presentation: The Technological Revolution & Mapping New Frontiers</p>	<p>📖 Wood, Denis, John Fels, and John Krygier. <i>Rethinking the Power of Maps</i>. New York: Guilford Press, 2010. Chapter 6</p> <p>📖 Yanofsky, David. "See How Borders Change on Google Maps Depending on Where You View Them." Quartz. June 23, 2014.</p>
Thursday, February 20		<p>📅 FIELD TRIP: GIS – Meet at the Cooper Library Front Desk, Class in Cooper 412</p>
Technologies of Mapping		
Tuesday, February 25	<p>📌 <i>Mapping the World</i> Presentation:</p>	<p>📖 Wood, Denis, John Fels, and John Krygier. <i>Rethinking the Power of Maps</i>. New York: Guilford Press, 2010. Chapter 8</p>

	Politics and the Military & Mapping for the Masses	📖 Sly, Liz. "U.S. Soldiers Are Revealing Sensitive and Dangerous Information by Jogging." The Washington Post. January 29, 2018.
Thursday, February 27	📌 <i>Mapping the World</i> Presentation: The Dark Continent & Mapping and New Continent 📖 Ancestry.com DNA mapping and Human Genome Project	📄 Context Paper Due
Election/electoral mapping		
Tuesday, March 3	📌 <i>Mapping the World</i> Presentation: Thematic Maps 📌 <i>Mapping the World</i> Presentation: National Mapping & Men, Measurements and Mechanisms	📖 Scott, Dylan. "This Might Be the Best Map of the 2016 Election You Ever See." Vox. January 08, 2018. 📖 Robinson, Anthony C. "Elements of Viral Cartography." <i>Cartography and Geographic Information Science</i> , 2018, 1-18. doi:10.1080/15230406.2018.1484304.
Thursday, March 5	📌 <i>Mapping the World</i> Presentation: The Opening of North America & Mapping the European Empires 📖 PokemonGo and VR Mapping	📖 Juhász, Levente and Hartwig H. Hochmair. "Where to catch 'em all? – a geographic analysis of Pokémon Go locations." <i>Geo-spatial Information Science</i> , 20:3, (2017) 241-251.
Colonial Mapping and Indigenous reclamation		
Tuesday, March 10	📌 <i>Mapping the World</i> Presentation: The Dutch and the East Indies & French and English Mapping in North America	📖 <i>We Proceed On</i> Summer 2018 Special Issue on Too Né's map from travels with Lewis and Clark.

	<p>📌 <i>Mapping the World</i> Presentation: Mapping Australia and the Pacific & Colonial Rivalry and Mapping in North America</p>	
Thursday, March 12		FIELD TRIP: GIS in the COOPER LIBRARY
Tuesday, March 17	SPRING BREAK	
Thursday, March 19		
Tuesday, March 24	<p>📌 <i>Mapping the World</i> Presentation: Mapping the Oceans & The Polar Regions</p>	<p>📖 Pralle, Sarah. "Drawing lines: FEMA and the politics of mapping flood zones." <i>Climatic Change</i> 152, no 2 (2019) 227-237.</p>
Thursday, March 26	<p>📌 <i>Mapping the World</i> Presentation: Sven Hedin and Central Asia</p>	<p>📖 Ramaswamy, Sumathi. "Map, Mother/Goddesses, and Martyrdom in Modern India." In <i>The Visual Culture Reader</i>, by Nicholas Mirzoeff, 428-54. 3rd ed. London: Routledge, 2013.</p>
Tuesday, March 31	<p>📌 <i>Mapping the World</i> Presentation: The Controversies of Maps</p>	<p>📖 Wood, Denis, John Fels, and John Krygier. <i>Rethinking the Power of Maps</i>. New York: Guilford Press, 2010. Chapter 7</p>
Thursday, April 2		<p>📄 Research Paper Due</p>
Mapping – "To Map"		
Tuesday, April 7		<p>📖 Coleman, Taiyon J. "Poems as Maps: A Series on Places Journal." <i>Places Journal</i>. August 01, 2017. https://placesjournal.org/article/poems-as-maps/.</p>
Thursday, April 9		<p>📖 Stagliano, Anthony. "Experiments in Posthumanism: On Tactical Rhetorical Encounters between Drones and Human Body</p>

		Heat.” <i>Computers and Composition</i> 52 (2019) 242-252
Research Presentations		
Tuesday, April 14	<input checked="" type="checkbox"/> Research Presentations	
Thursday, April 16	<input checked="" type="checkbox"/> Research Presentations	
Teaching Evaluations		
Tuesday, April 21	<input checked="" type="checkbox"/> Teaching Evaluations <input checked="" type="checkbox"/> Map Workshop	
Thursday, April 23	<input checked="" type="checkbox"/> Map Gallery	
SUMMER!		

Appendix: Grading Rubrics

Mapping the World Presentation Rubric

√+ Exceptional | √ Good | √- Needs Improvement

SECTION	NOTES	POINTS
Introduction: Set up a preview of the material you plan to cover.		___/10
Body: Have a clear structure and defined main points. Information should be clear and organized.		___/50
Conclusion: Review the most important information.		___/10
Material/Citations: Utilize and cite both Riffenburgh and outside sources clearly, either on a visual aid or verbally. Outside research is encouraged.		___/20
Delivery: Strive to be engaging and professional.		___/10

TIME (5-7 Minutes) : _____

TOTAL _____/100 POINTS

Context Paper Rubric

√+ Exceptional | √ Good | √- Needs Improvement

SECTION	NOTES	POINTS
Format Paper is 5-7 pages, 12 point Times New Roman font, double spaced, 1 inch margins.		_____/10
Explanation of Issues Describe the issue and the stakeholders, delivering all relevant information necessary for full understanding.		_____/20
Evidence Use information from sources credible and appropriate for developing a comprehensive analysis or synthesis. Question credibility and usefulness of sources.		_____/20
Influence of context and assumptions Analyze your own and others' assumptions. Carefully evaluate the relevance of context in presenting a position.		_____/20
Position (perspective, thesis) Take a specific position that accounts for the complexities of your issue, and acknowledges the limitations of your perspective.		_____/20
Conclusions and related outcomes (implications and consequences) Conclusions are logical and follow from the evidence and analysis presented.		_____/10

TOTAL: _____/100

*Aspects of this rubric drawn from Association of American Colleges and Universities. "Critical Thinking VALUE Rubric." 2009. <https://www.aacu.org/value/rubrics/critical-thinking>

Mapping Research Paper Rubric

√+ Exceptional | √ Good | √- Needs Improvement

SECTION	NOTES	POINTS
Length: 8-12 Double Spaced Pages (12 point font)		___/10
Front Matter: <ul style="list-style-type: none"> Title Abstract - overview 		___/30
Introduction: <ul style="list-style-type: none"> Introduces topic and scope Thesis with a claim or research question Preview of main points 		___/50
Body: <ul style="list-style-type: none"> Literature Review <ul style="list-style-type: none"> What have other people said? Methods <ul style="list-style-type: none"> What are you going to do/look at? Results <ul style="list-style-type: none"> What did you find? Discussion <ul style="list-style-type: none"> What does it mean? 		___/100
Conclusion: <ul style="list-style-type: none"> Clear review of claim/question and main points Meaningful end point 		___/50
References/Bibliography: <ul style="list-style-type: none"> At least 6 total sources (cited both parenthetically in text and in a bibliography) At least two sources from the syllabus, and at least three sources from outside research 		___/60

TOTAL _____/300 POINTS (30%)

Research Presentation Rubric

√+ Exceptional | √ Good | √- Needs Improvement

SECTION	NOTES	POINTS
Introduction: Set up a preview of the material you plan to cover.		___/10
Body: Have a clear structure and defined main points. Information should be clear and organized.		___/50
Conclusion: Review the most important information.		___/10
Material/Citations: Clearly cite material used in your presentation or relevant to the information presented. (Cite out loud, when you use the information)		___/20
Delivery: Strive to be engaging and professional.		___/10

TIME (6-8 Minutes) : _____

TOTAL _____/100 POINTS

Mapping Project Rubric

√+ Exceptional | √ Good | √- Needs Improvement

SECTION	NOTES	POINTS
Map: <ul style="list-style-type: none"> ○ Makes an argument ○ Is original work ○ Is thoughtfully and carefully completed 		____/100
Cartographer's Statement: <ul style="list-style-type: none"> ○ Includes clearly cited sources from class ○ Explains inspiration ○ Explains signification ○ Explains choices of map 		____/100

Total: ____/200 (20%)