This course explores maps as cultural documents and as objects that actively shape the territories, spaces, and societies they claim to “represent.” We begin the semester with readings that explore how cultural understandings of space, time, and the visible world have shaped European, or “Western,” understandings of territory and the nation-state. We then look at how maps have been used to give material form to imagined moral futures in Australia, aspirations for industrial development in Russia, contagious threats in India, and the highly mobile or contingent forms of both property and cultural difference that shape indigenous peasant life in rural Peru. During the final weeks of the semester, we then turn to explore how digitalization has reshaped the imaginative reach and power of maps and mapping technologies.

Requirements
This course will be run as a lecture/discussion class. The instructors will provide a brief lecture and presentation on the assigned readings, followed by class discussion. Students should come to class prepared to engage actively in discussion of both the lectures and assigned readings. Discussion questions will be drawn from lecture and from students’ response papers. Students are also expected to participate actively in the small group mapping projects and presentations.

Assignments and activities
1) Over the course of the semester, each student is expected to write three response papers (1-2 pages each) in which the student (a) provides a summary of his or her reactions to the assigned readings, and (b) proposes two to four questions or issues for class discussion. Response papers should be posted on Blackboard at least 24 hours before the beginning of the class. The instructors will then synthesize and circulate discussion questions from each week’s posted response papers to the class as a whole. Because response papers are intended to open up new leads in our collective discussions of the texts; they should be focused on issues and concepts that the student found either particularly important, interesting, puzzling, or problematic in the readings assigned for that week.
2) Off The Grid Map project: Over the course of the semester, students will work in small groups to construct “off the grid” maps of nearby public spaces such as the Baltimore Art Museum, the Brody Learning Commons, the Glass Pavilion, the Recreation Center, or the area around the “Red Sails Sculpture” on campus. In developing our maps of these spaces, we will draw on anthropological and ethnographic methodologies to trace everyday relationships, perceptions and practices that are shifting and dynamic with respect to space and time. Drawing on artistic approaches, this exercise seeks to re-conceptualize the map as an object or projection that challenges, expands on, and deepens conventional ideas of Cartesian space, scalar representation, and spatial planning. On April 1 each group will present results from their mapping work to the class. This group work will provide material for two GIS workshops on April 22 and 29. In the final papers for the course (due on May 13) each student will reflect on what they learned from the mapping exercises and readings.

Additional details on the project and presentations will be provided in class on Feb. 18.

3) Final 8-10 page research paper due May 13: Each student will write a final research paper in which s/he reflects on how their the small group mapping project and the off the grid map they developed, speaks to key issues, concepts and controversies covered in the assigned readings. Although the mapping projects and presentations will be done in small groups, final papers must be individually authored.

Final grades will be determined based on the following distribution:

- response papers: 10%
- mapping projects and presentations: 40 %
- Final paper: 25%
- Class participation and attendance: 25%

*Grading criteria for the response papers, mapping projects, and final paper will be discussed and explained in class. All page limits refer to double spaced pages (i.e., 300-350 words per page)*

**Academic Ethics**

The strength of the University depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. You may consult the Associate Dean of Student Affairs and/or the Chairperson of the Ethics Board beforehand. See the guide on “Academic Ethics for Undergraduates” and the Ethics Board Website (http://ethics.jhu.edu) for more information. Ethics for Undergraduates guide and the Ethics board website for more information [http://www.jhu.edu/ethics/index.html](http://www.jhu.edu/ethics/index.html)

**Accommodations**

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact Dr. Brent Mosser, in Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu. Students that require an accommodation
must obtain an accommodation letter from Student Disability Services. The office website is http://web.jhu.edu/disabilities/index.html If you believe you need other accommodations for assignments or examinations, please contact the course instructor ahead of time to discuss the matter privately. Student athletes are responsible for submitting their semester schedule in writing during the first week of class. The only excused absences for athletic related purposes will be for competition related events. Students who need the advice of health professionals to stay home due to illness and thus miss class will be accommodated. Students who must miss a class or an examination because of a religious holiday must inform the instructor as early in the semester as possible in order to make up any work that is missed.

Syllabus of readings*

Jan 28: Introduction: What is a map?


http://bigthink.com/articles?blog=strange-maps

Feb 4:


Feb 11:


* All readings will be available on electronic reserves at Eisenhower Library
Feb 18:


Feb. 25:

**Discussion of student Mapping Projects:**

*We will use class time to prepare for the small group mapping projects.* Our goal will be to define a research problematic for each group, organize how the project will take place, define a tentative timeline for doing the research, and develop research protocols for carrying out the projects.

March 4:

**READ:** Chapters 11 & 12, “Equality: The Peters Project” and “Information: Google Earth”, pp. 373-436


March 11:


March 18: Spring Break – No Class

March 25:


April 1:

*Student Map Project: Presentations.*

April 8:


April 15

*GIS Tutorial (class meets in MSEL Library)*

April 22

*Off the grid project (part II): GIS*


April 29: *Off the grid project (part II)*


May 6: *Study Week*

May 13: *Final Paper due*