



070.154 Maps and Mapping

Spring 2015 Croft G02 Weds1:30-3:50

Professor Deborah Poole
404 Macauley Hall
Wednesdays 11:00-1:00
Tues & Thurs by appointment
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Wednesday 4:00-5:00

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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 Web site (<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>

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?

Wood, Denis. 1992. "How Maps Work," *Cartographica*, 29(3-4):66-74

Italo Calvino. 2013. "The Traveller in the Map." In *Collection of Sand* (1984), pp. 18-25. New York: Mariner Books

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

Feb 4:

Pickles, J. 2004. "Mapping the Geo-Body: State, Territory and Nation," In *A History of Spaces: Cartographic Reason, Mapping and the Geo-coded World*, pp. 107-123. London: Routledge

Brotton, Jerry. 2012. "Nation: The Cassini Family, Map of France, 1893." In *A History of the World in 12 Maps*, pp. 294-336 (Chapter 9). New York: Penguin

Craib, Raymond. 2004 "The Terrain of Tradition." In *Cartographic Mexico: A History of State Fixations and Fugitive Landscapes*, pp. 20-53. Durham, NC: Duke Univ Press

Feb 11:

Moran, Dominique. 2006. "Soviet Cartography Set in Stone: The 'Map of Industrialization'," *Environment and Planning D: Society and Space*, 24:671-689

Graves, Matthew & Elizabeth Rechniewski. 2012. "Mapping Utopia: Cartography and Social Reform in 19th Century Australia," *Portal: Journal of Multidisciplinary International Studies* 9(2). <http://epress.lib.uts.edu.au/ojs/index.php/portal>

Koch, Tom. 2011. "Moving Forward: Cartographies of Disease." In *Disease Maps: Epidemics on the Ground*, pp. 1-29. Chicago: Univ. of Chicago Press

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

Feb 18:

Orlove, Benjamin S. 1991. "Mapping Reeds and Reading Maps: The Politics of Representation in lake Titicaca," *American Ethnologist*, 19(1):3-38

Craib, Raymond. 2004. "Fugitive Landscapes." In *Cartographic Mexico: A History of State Fixations and Fugitive Landscapes*, pp. 55-90. Durham, NC: Duke Univ Press

Gregory Bateson. 1972. "Form, Substance, and Difference." In *Steps to an Ecology of Mind*, pp. 448-466. Chicago: University of Chicago Press

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:

Brotton, Jerry. 2012. *A History of the World in 12 Maps*. New York: Penguin.
READ: Chapters 11 & 12, "Equality: The Peters Project" and "Information: Google Earth", pp. 373-436

November, Valérie, Eduardo Camacho Hübner, & Bruno Latour. 2010. "Entering a risky territory: space in the age of digital navigation." *Environment and Planning D: Society and Space*, 28:581-599

March 11:

Pickles, J. 2004. "Cyber-Empires and the New Cultural Politics of Digital Space." In *A History of Spaces: Cartographic Reason, Mapping and the Geo-coded World*, pp. 145-175. London: Routledge

Walsh, James. 2013. "Remapping the Border: Geospatial Technologies and Border Activism." *Environment and Planning D: Society and Space*, 31:969-987

Cobarrubias, Sebastián & John Pickles. "Spacing Movements: The turn to cartographies and mapping practices in Contemporary social movements," pp. 36-58. In B. Warf & W. Arias (eds.), *The Spatial Turn: Interdisciplinary Perspectives*, pp. 36-58

March 18: Spring Break – No Class**March 25:**

James Corner. "The Agency of Mapping: Speculation, Critique and Invention. In Denis Cosgrove, ed. *Mappings*, 212-252

Obrist, Hand Ulrich. 2014. *Mapping it Out: An alternative Atlas of Contemporary Cartographies*. **READ: Selections TBA**

April 1:

Student Map Project: Presentations.

April 8:

Aitken, Stuart C., and Suzanne M. Michel. 2013. "Who Contrives the 'Real' in GIS? Geographic Information, Planning and Critical Theory," Taylor & Francis Group.

Caquard, S. 2013. "Cartography II: Collective Cartographies in the Social Media Era." *Progress in Human Geography* 38 (1): 141–50.

April 15

GIS Tutorial (*class meets in MSEL Library*)

April 22

Off the grid project (part II): GIS

Bagheri, Nazgol. 2014. "What Qualitative GIS Maps Tell and Don't Tell: Insights from Mapping Women in Tehran's Public Spaces." *Journal of Cultural Geography* 31 (2). Routledge: 166–78.

Heitzman, James. 2003. "Geographic Information Systems in India's 'Silicon Valley': The Impact of Technology on Planning Bangalore." *Contemporary South Asia* 12 (1). Taylor & Francis Ltd: 57–83.

April 29: Off the grid project (part II)

Hoyt, Lorlene, Renu Khosla, and Claudia Canepa. 2005. "Leaves, Pebbles, and Chalk: Building a Public Participation GIS in New Delhi, India." *Journal of Urban Technology* 12 (1): 1–19.

Lupton, M., and C. Mather. 1997. "'The Anti-Politics Machine': GIS and the Reconstruction of the Johannesburg Local State." *Political Geography* 16 (7): 565–80.

May 6: Study Week

May 13: Final Paper due