

**GENERAL EDUCATION COURSE PROPOSAL**  
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **EXISTING** courses for review. If this course will be submitted for review in more than one category, submit a separate proposal for each category.

<b>COURSE NUMBER:</b>	FSEM 100		
<b>COURSE TITLE:</b>	MAPS AND POLITICS		
<b>SUBMITTED BY:</b>	Stephen Hanna	<b>DATE:</b>	1/21/08
<i>This course proposal is submitted with the department's approval. (Put a check in the box to the right.)</i>			<b>X</b>
<i>If part of a science sequence involving two departments, both departments approve.</i>			

**THIS COURSE IS PROPOSED FOR (check one).**

<b>First-Year Seminar</b> ( <i>indicate in the rationale if this will also count for major credit</i> )	<b>X</b>
<b>Quantitative Reasoning</b>	
<b>Global Inquiry</b>	
<b>Human Experience and Society</b>	
<b>Experiential Learning</b>	
<b>Arts, Literature, and Performance: Process</b>	<b>or</b>
	<b>Appreciation</b>
<b>Natural Science</b> ( <i>include both parts of the sequence</i> )	

**NOTE:** See the report entitled "General Education Curriculum as Approved by the Faculty Senate," dated November 7, 2007, for details about the general education categories and the criteria that will be used to evaluate courses proposed. The report is available at [www.jtmorello.org/gened](http://www.jtmorello.org/gened).

**RATIONALE:** Using only the space provided in the box below, **briefly** state why this course should be approved as a general education course in the category specified above. *Attach a course syllabus.* **Submit this form and attached syllabus electronically as one document to John Morello ([jmorello@umw.edu](mailto:jmorello@umw.edu)).** All submissions **must** be in electronic form.

This seminar focuses on how maps and mapping technologies influence how we know and act in the worlds in which we live. This includes: 1) the roles maps have played in exploration, conquest and nation-building; 2) how the security/intelligence communities use mapping technologies; and 3) how maps help us develop place-based identities. The course will not count towards the geography major

This seminar encourages active, participatory, and discussion-based learning. Students will learn to lead discussion on particular readings or topics. They will also present their semester research topics and results. Feedback on speaking assignments is designed to improve student ability to use speaking/listening to explore and express their ideas and the ideas of others.

A series of writing assignments help students learn the research techniques necessary to interpret maps in social, historical, and political contexts. Assignments include critical reviews of readings, map interpretations designed to help students derive information from primary sources, and a short research paper on a topic of their own choice. Feedback and revision will improve students' ability to use writing as a tool for the exploration and presentation of ideas.

**FSEM 100**  
**Maps and Politics**  
**Syllabus**

**Classroom** Monroe Hall 207  
**Day and Time** TR 12:30 – 1:45pm

**Instructor** Stephen P. Hanna  
office: 307B Monroe Hall  
phone: 654-1490  
e-mail: shanna@umw.edu

**Office Hours** Mondays and Wednesdays 1:00 – 3:00pm  
Thursdays 2:00 – 3:00pm

**Readings** Monmonier, Mark 1996. *How to Lie with Maps*. Chicago: The University of Chicago Press.

Additional readings will be assigned and made available through Blackboard on a weekly basis.

**Course Description**

This seminar will place mapmaking and map use within broader political, social, and cultural contexts. We'll begin by learning the basic elements of maps and mapping technologies to ensure that we all know what maps can and cannot communicate about our world. Then we will explore ways that mapping techniques are used - or misused? - to persuade us to see places, people, and issues from particular points of view. Then we'll examine Western cartography as one of many ways of representing and knowing space and place. This will allow us to carefully look at the roles of maps, mapping technologies, and the people who make and use maps in:

- the emergence of the territorial nation-state and nationalism;
- exploration, the first contacts between Europeans and indigenous peoples in the Americas, Africa, and Asia, and colonialism;
- contemporary geopolitics and intelligence;
- contemporary political, economic, and cultural contexts.

**Seminar Objectives**

- to broaden your geographical imaginations and allow you to see the relationships between the world, its inhabitants, and yourself in different ways;
- to place the history of cartography and map use within broader social, cultural, and political contexts;

- to learn how to critically examine maps as primary research materials.
- to use writing and speaking to develop your ability to interpret maps; to improve your understandings of the course readings; and to develop arguments and ideas supported by academic literature and evidence from primary sources.

### **Seminar Rules**

A seminar requires the full and constant participation of all of its members. To ensure this, we will adhere to the following rules:

Attendance: Please show your respect to the group by making attendance a priority. If you cannot make it to a session, please call me prior to class. Failure to call before missing any class will result in a lower class participation grade.

Preparedness, Participation and Discussion: To make a seminar successful, it is necessary to complete all readings before coming to class. Once in class, you will need to both speak and listen, question and answer. It is necessary to engage with your peers, your readings, and your instructor whether the concepts and arguments are familiar or unfamiliar, simple or complex, right or wrong, and whether you agree or disagree.

All members must feel free to express their opinions, their confusions, and their enthusiasm (or lack thereof) about the material. While laughter, anger, and disappointment are appropriate responses to discussions and readings, they should never be maliciously directed at anyone in the seminar.

### **Assignments and Evaluation**

Your progress in learning about the geography of development will be evaluated as follows:

Participation and Leading Class Discussion: 20%. I expect all members to attend regularly and to finish all assigned readings prior to each week's class. While everybody is responsible for all the readings every week, individuals will be responsible for coming to class with discussion points or question for particular readings and for leading discussion on those readings. You will be expected to lead discussion on a reading at least 2 times over the course of the semester and will be evaluated each time. Written feedback of your performance will be provided prior to the next time you lead discussion to help you improve your ability to perform this important task.

Critical Reviews of the Readings: 20%. Over the course of the semester you will write two critical reviews of course readings. A critical review of an academic article or book is not merely a descriptive summary of its contents. Rather, such a review requires the author to use other sources (articles and books) to understand and assess the article's argument. Each paper will be 2 to 4 pages long and worth 10% of your grade. The papers will be assessed based upon both your ability to present and assess the reading's argument and the quality of your writing organization, grammar, and style. You may rewrite to improve your review as many times as you choose. See the course outline for assignment and due dates.

**Map Interpretations: 30%** To help you learn to apply the concepts and perspectives presented in the readings and discussed in class sessions you will write two map critiques. In each you must use concepts and techniques found in the readings to analyze a particular map chosen from the ones we discuss in class. Each critique will be 3 to 5 pages and worth 15% of your grade. These papers will be assessed based upon both the quality of content and the quality of your writing organization, grammar, and style. You may rewrite to improve your critique as many times as you choose. See the course schedule for assignment and due dates.

**Final Paper: 30%.** During the last half of the semester you will employ your ability to critically assess academic literature and to examine maps and mapping technologies to write a short (7 to 8 page) research paper. This paper can focus on a particular map or set of maps and argue how it(they) present particular perspectives on the world. Alternatively, you may investigate social or ethical issues associated with contemporary or historic uses of mapping technologies. We work together to find suitable topics throughout the semester. You will have to turn in a complete draft of the paper by Week 12, present the paper to the class, and turn in the final version during our final exam period. on a research topic related to maps and politics, complete a research proposal on your topic, present that proposal to the class and be prepared to discuss another student's proposal, research that topic and write a draft of your research paper, present your research paper to the class, and hand in a final version of your paper. The dates for each part of this project are as follows:

### **Grading Scale**

Final Letter Grade point ranges are as follows:

A	93 -100	C	72 -76
A-	90 - 92	C-	70 - 71
B+	87 - 89	D+	67 - 69
B	82 - 86	D	60 - 66
B-	80 - 81	F	less than 60
C+	77 - 79		

### **Course Outline** (subject to change):

8/28-8/30: **Making Maps, Using Maps, Defining Politics**

How do maps tell us our place in the world?

Approaches to maps and mapmaking

scientific cartography

cartography as communication

critical cartography

The Politics beyond politics

9/4-9/6: **How Maps Lie – Let Us Count the Ways**

How maps are made and used

Technical limitations

Persuasive cartography

*Writing a Map Critique*

*Citation Guidelines*

9/11-9/13: Maps that Sell Ideas, Places, and Products

Examples of using maps to ‘sell’

Tools of the trade

*What’s the difference between a rough draft and a final draft?*

9/18-9/20: Maps and Political Propaganda

Examples of propaganda maps

Tools of the trade

*Making and Assessing Arguments in the Social Sciences*

*First Map Critique Due*

9/25-9/27: Map-making in a Social Context

What do maps represent and whose interests do they serve?

How do maps work?

How does this affect how we know our world?

10/2: Map Use in a Social Context

Interpretation, intertextuality, and experience

*How does reading maps socially change map interpretation or critique?*

*First Critical Review Due*

10/9-10/11: History of Cartography II: Colonialism and Imperialism

Geography and colonialism

Cartographic first encounters: West meets “other”

*Finding Historic Maps*

*Determining Final Paper Topics*

10/18: Mapping History

Why mapping the past matters

Alternative Strategies

*Final Paper Topic Due*

10/23-10/25: Mapping Technologies and Electoral Redistricting

Geographic Information Systems (GIS)

*Second Map Critique Due*

10/30-11/1: Maps, Popular Culture, Place, and Identity

Tourism Maps

*Second Critical Review Due*

11/6-11/8: Maps and Intelligence  
Remote sensing, GIS, and surveillance

11/13-11/15: Maps and Geopolitics  
Maps and development  
Maps and Security  
*Draft of Final Paper Due*

11/20: Review and Comment on Drafts

**11/27-11/29: Student Presentations**

**12/4-12/6: Student Presentations**