HIST 5350-001:

*Introduction to the History of Cartography*

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| Spring 2019  ONLINE CLASS | Dr. Imre Josef Demhardt  Office: University Hall (UH) 348 / Main Office: UH 202  Office Hours: In Person - by appointment  Email: [demhardt@uta.edu](mailto:demhardt@uta.edu)  <https://www.uta.edu/profiles/imre-demhardt> |
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**Course Content and Student Learning Outcomes:**

A map is an as valid mode of expression as a text – and often a good map tells a complex story much better than any lengthy text. To ‘crack the code’ of maps this course provides a general introduction into both the techniques of cartography and selected major topics in the course of its history. It provides a basic overview of the development of surveying, map making, and map use from ancient origins to 20th century technologies. In this online class, students will read and critically assess textbooks, work on several short assignments and write a course paper. By way of reading and hands-on assignments, students will learn how to assess a variety of map categories according to formal and contextual criteria.

This introduction class is the prerequisite for advanced classes in the history of cartography !

**Textbooks and other course materials:**

Kimerling, Jon & et al.:

*Map Use.*

Redlands (Esri) 2016. 8th edition. **Available also as E-Book + semester digital rent!**

ISBN 978-1-58948-442-9 (paperback version)

Schulten, Susan:

*The Geographical Imagination in America, 1880-1950*.

Chicago (Chicago University Press) 2001.

ISBN 0-226-74056-0 (paperback)

Thrower, Norman J.W.:

*Maps & Civilization. Cartography in Culture and Society*.

Chicago / London (University of Chicago Press) 3rd edition 2007.

ISBN: 978-0-226-79974-2 (paperback)

Wilford, John N.:

*The Mapmakers*.

New York (Vintage Books) 2nd edition 2001.

ISBN: 0-375-70850-2 (paperback)

Plus extracts from additional readings and links to webpages made available by the lecturer

**Description of examinations and assignments:**

This is an online course and your learning success depends on your understanding of this syllabus and a pro-active approach towards the timely submission of examinations and assignments, which need to match the stated requirements:

1) For returning your drawing of the United States, as requested in the Welcome Session, you will earn 1 point.

2) In the first phase of the course, there will be **THREE SHORT QUIZZES**:

* Week 1 – 2 questions
* Week 2 – 5 questions
* Week 3 – 4 questions

For each correct answer, you can pick up 1 point or 11 points in total.

3) In the reading phase of the course, students in turn will act as **PILOT**, providing a 3-5 pages critical comment of the week’s reading, or do **BLOG** at least one substantial comment on the pilot’s comment. Pending course enrollment, students might serve two or three times as pilots for the overall nine weeks with prescribed readings.

For all pilot jobs together, you can pick up a maximum of 15 points, for each of the blog post to comment on pilot blogs from Week 2 to Week 10 you can pick up 1 point or 9 points in total.

Please do report your preferences for Pilot Commentator Jobs by returning the provided Instruction Sheet and Assigning of Pilot Commentator Jobs right after reading this Syllabus, but not later than January 15 at 11:59 pm.

4) Additionally, **BLOG** posts are expected on four of the returned assignments of your classmates:

* Map Session (analysis of a student nominated map)
* Topical Report
* Islands by old maps
* Course Paper

For the **Map Session**, **Topical Report** and **Islands by old maps**, you are expected to choose two from the submitted assignments and post one blog for each of these selected assignments (you can pick up 1 point per blog).

From the submitted **Courses Papers**, you choose three and post one blog for each (you can pick up 1 points per blog). For all these blogs on the assignments submitted by classmates, you can pick up 9 points in total.

5) In the last third of the course, five individual assignments are due. Upon approval by the instructor, the submitted assignments will be circulated to contribute towards a class reader.

**Annotated Bibliography**

Fulfillment: 8 annotated entries, text only, as digital file (see separate instruction sheet)

Due date: February 10 at 11:59 pm

You can pick up max. 5 points.

**Analysis of a student nominated Map**

Fulfillment: 3 pages, text only, as digital file (see separate instruction sheet)

Due date: March 10 at 11:59 pm

You can pick up max. 5 points.

**Topical Report**

Fulfillment: 5 pages text + up to 5 minutes PowerPoint (text and images), as digital files (see separate instruction sheet)

Due date: March 31 at 11:59 pm

You can pick up 8 points for the text and 2 points for the presentation, 10 points in total.

**Introduction of an Island by old maps**

Fulfillment: min. 5 – max 10 minutes PowerPoint (text and images), as digital file (see separate instruction sheet)

Due date: April 7 at 11:59 pm

You can pick up max. 15 points.

**Course Paper**

YOU suggest a cartography related topic for approval by the instructor!

Fulfillment: 12-15 pages text + PowerPoint (text and images), as digital files.

Text in Chicago style, double spaced, including footnotes and references, but all

illustrations like maps, photos etc. DO NOT count towards the page limit.

The PowerPoint presentation may include additional imagery.

Due date: Suggested Title and Abstract (about 200 words) on March 10 at 12:59 pm

Approved topic in final version on April 14 at 11:59 pm

You can pick up 15 points for the text and 5 points for the presentation, 20 points in total.

For the assignments listed under 1) to 5) you can pick up 100 points in total. Here the detailed breakdown of all the possibilities to pick up points towards that maximum:

Return of drawing of the USA (max. 1 point)

Quiz # 1 (max. 2 points)

Quiz # 2 (max. 5 points)

Quiz # 3 (max. 4 points)

Your own Pilot Comment Blog(s) (max. 15 points)

Comment Blog on readings in Week 2 (max. 1 point)

Comment Blog on readings in Week 3 (max. 1 point)

Comment Blog on readings in Week 4 (max. 1 point)

Comment Blog on readings in Week 5 (max. 1 point)

Comment Blog on readings in Week 6 (max. 1 point)

Comment Blog on readings in Week 7 (max. 1 point)

Comment Blog on readings in Week 8 (max. 1 point)

Comment Blog on readings in Week 9 (max. 1 point)

Comment Blog on readings in Week 10 (max. 1 point)

Your own Annotated Bibliography (max. 5 points)

Your own Nominated Map (max. 5 points)

Blog on Nominated Maps (max. 2 points)

Your own Topical Report (max. 8+2 = 10 points)

Blog on Topical Reports (max. 2 points)

Your own Island Map Presentation (max. 15 points)

Blog on Island Maps (max. 2 points)

Your own Course Paper (max. 15+5 = 20 points)

Blog on Course Papers (max. 3 points)

**Attendance:**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Grading Policy:**

The **final grading** will translate the accumulated points achieved as follows:

90 to 100 points = Grade **A**

80 to 89 points = Grade **B**

70 to 79 points = Grade **C**

60 to 69 points = Grade **D**

59 points or less = Grade **F**

**Students failing to submit assignments on or before the respective due dates, will see 1 point deducted per day the assignment comes in after the due date.**

**There will be no make-up exams!**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**Grade Grievances**:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog: <http://catalog.uta.edu/academicregulations/grades/#graduatetext> <http://www.uta.edu/deanofstudents/student-complaints/index.php>

**Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodation:**

UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:**

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php).

**Title IX Policy:**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu)

**Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

If you present me with any assignment that has not been authored by you or if you include sections that have not been authored by and you do not acknowledge the author(s) of these texts, I will assign you an “F” as final grade for this class.

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:**

For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Student Support Services**:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses.

The **English Writing Center** (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Library Home Page:**[**library.uta.edu**](http://library.uta.edu/)

**Research or General Library Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Librarians by Subject [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

Research Coaches <http://libguides.uta.edu/researchcoach>

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Schedule of Sessions**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Imre Josef Demhardt*

**Week Readings, Materials, Assignments and Due Dates**

Pre-Semester **Welcome and Introduction to Online Class**

**Content and Learning-outcome:**

Welcome to course on the History of Cartography and provision of the syllabus

**Provided Materials:**

* Welcome by the Instructor (Video)
* Syllabus (Text)
* Instruction and page for drawing of the United States
* List of available Pilot jobs (IMPORTANT: return to Instructor by January 15)

**Website to consult:**

<https://www.maphistory.info/sitemap.html>

The most comprehensive online gateway to the history of cartography

(by Tony Campbell)

**Prescribed Reading:**

* Syllabus (text)

**Assessment:**

* Student prints, draws and returns a scan/photo of a drawing of the United States to the Instructor

Due date to submit: January 14 at 11:59 pm

Week 1 (1/14-1/20) **What is a Map? – Mental map and a working definition**

**Content and Learning-outcome:**

Mental Maps and a working definition of cartography for this course

**Provided Materials:**

* What are Mental Maps and how do UTA students imagine the United States

(PowerPoint)

* Definitions: Mental Map, Map, Cartography

(Text)

**Websites tp consult:**

<https://twistedsifter.com/2013/08/maps-that-will-help-you-make-sense-of-the-world/>

Playful introduction to topics of thematic maps:

<http://libguides.uta.edu/ccon>

UTA Map Collection and how-to-assess-a map tools

**Prescribed Reading(s):**

* Kimerling et al., pp. 3-21
* Wilford, pp. 6-17

**Assessment:**

* Quiz # 1

Due date to submit: January 20 at 11:59 pm

Week 2 (1/21-1/27) **The scientific skeleton of a geographic map – Part I:**

**Coordinates • Scales • Projections**

**Content and Learning-outcome:**

Prerequisites for reading a geographic (topographic) map: astronomic coordinates, relevance of scales, consequences of projection selection

**Provided Materials:**

* Map Projections

(PowerPoint)

* How to write an annotated bibliography

(Text)

**Websites to consult:**

<https://en.wikipedia.org/wiki/Flat_Earth>

Concepts of a flat earth throughout history

<https://www.maphistory.info/topics.html#measuring>

List of online articles and commentaries on measuring and defining space

**Prescribed Reading(s):**

* Kimerling et al., pp. 24-82
* Wilford, pp. 112-131

Due date for submission of PILOT BLOG: January 22 at 11:59 pm

Due date class blog comments on Pilot Blog: January 24 at 11:59 pm

**Assessment:**

* Quiz # 2

Due date to submit: January 27 at 11:59 pm

**Distribution and Selection of Assignments !!!**

* **Annotated Bibliography** (see Instruction Sheet)

Provided material: How to write an Annotated Bibliography

(Text)

Websites to consult: <https://guides.library.cornell.edu/annotatedbibliography>

<http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm>

Due date to submit: February 10 at 11:59 pm

* **Map Session**  (see Instruction Sheet)

Due date to submit: March 10 at 11:59 pm

* **Topical Report** (see Instruction Sheet)

Websites to consult: <https://writingcenter.fas.harvard.edu/pages/essay-structure>

<https://geography.wisc.edu/histcart/free-online-access/>

Due date to submit: March 31 at 11:59 pm

* **Island by old maps** (see Instruction Sheet)

Provided material: Extracts from Judith Schalansky: *Atlas of Remote Islands*.

London (Penguin) 2010.

Due date to submit: April 7 at 11:59 pm

Nota bene: Please read and respond to the various Instruction Sheets THE VERY LATEST by January 24 at 23:59 pm.

Week 3 (1/28-2/3) **The scientific skeleton of a geographic map – Part II:**

**Terrain Portrayal • Map Accuracy and Uncertainty**

**Content and Learning-outcome:**

Prerequisites for reading a geographic (topographic) map: methods to portray the terrain and – is a map ever accurate?

**Provided Material:**

* Deconstruction of a Map

(PowerPoint)

**Websites to consult:**

<https://twistedsifter.com/2013/08/maps-that-will-help-you-make-sense-of-the-world/>

Playful introduction to thematic maps:

<http://libguides.uta.edu/ccon>

UTA Map Collection and how-to-assess-a map tools

**Prescribed Readings:**

* Kimerling et al., pp. 215-244
* Kimerling et al. (6th edition 2009), pp. 205-227)

Due date for submission of PILOT BLOG: January 29 at 11:59 pm

Due date class blog comments on Pilot Blog: January 31 at 11:59 pm

**Assessment:**

* Quiz # 3

Due date to submit: February 3 at 11:59 pm

Week 4 (2/4-2/10) **Antiquity**

**Content and Learning-outcome:**

Introduction to Mediterranean geography from prehistoric times to Antiquity

**Provided Material:**

* Ancient Maps: Ptolemy – Zonal – Peutinger

(PowerPoint)

**Websites to consult:**

<https://exhibits.museogalileo.it/waldseemuller/index.html>

Selected segments of this resource on 15th & 16th centuries exploration and cartography

<http://cartography.web.auth.gr/Livieratos/fil/Ptolemy.html>

Summary of Ptolemy’s cartographic work

**Prescribed Readings:**

* Thrower, pp. 1-4, 13-26
* Wilford, pp. 18-39

Due date for submission of PILOT BLOG: February 5 at 11:59 pm

Due date class blog comments on Pilot Blog: February 7 at 11:59 pm

**REMINDER !**

Annotated Bibliography is due on February 10 at 12:59 pm

Week 5 (2/11-2/17) **Medieval Europe, Asia and “Indigenous” Cartographies**

**Content and Learning-outcome:**

Introduction to Medieval European and Muslim cartography as well as to some “non-occidental” map cultures

**Provided Materials:**

* Medieval European Maps

(PowerPoint)

* Muslim and Asian Maps

(PowerPoint)

**Websites to consult:**

<https://exhibits.museogalileo.it/waldseemuller/index.html>

Selected segments of this resource on 15th & 16th centuries exploration and cartography

<http://www.muslimheritage.com/keywords/islamic-cartography>

Two masterpieces of Muslim cartography explained

**Prescribed Readings:**

* Thrower, pp. 4-12, 27-57
* Wilford, pp. 18-39

Due date for submission of PILOT BLOG: February 12 at 11:59 pm

Due date class blog comments on Pilot Blog: February 14 at 11:59 pm

Week 6 (2/18-2/24) **Renaissance and Baroque Europe**

**Content and Learning-outcome:**

Introduction to the (re-)turn of scientific cartography and the “Golden Age” of Dutch map making

**Website to consult:**

<https://exhibits.museogalileo.it/waldseemuller/index.html>

Selected segments of this resource on 15th & 16th centuries exploration and cartography

**Prescribed Reading(s):**

* Thrower, pp. 58-90
* Wilford, pp. 87-104

Due date for submission of PILOT BLOG: February 19 at 11:59 pm

Due date class blog comments on Pilot Blog: February 21 at 11:59 pm

Week 7 (2/25-3/3) **Enlightened Cartography**

**Content and Learning-outcome:**

Introduction to how the age of reason applied a scientific approach to cartography

**Websites to consult:**

<https://gallica.bnf.fr/ark:/12148/btv1b530999998>

Compare Jean-Baptiste Bourgionon D’Anville’s enlightened “purged” map *Afrique*,

1749 (zoomable!) with

<https://gallica.bnf.fr/ark:/12148/btv1b8469666b>

by Guillaume Sanson’s map *Afrique*, 1669 (zoomable!)

**Prescribed Readings:**

* Thrower, pp. 91-124
* Wilford, pp. 111-162, 253-261

Due date for submission of PILOT BLOG: February 26 at 11:59 pm

Due date class blog comments on Pilot Blog: February 28 at 11:59 pm

Week 8 (3/4-3/10) **The Americas – Early cartography up to the 18th century**

**Content and Learning-outcome:**

Introduction to how the New World got onto the map and evolved until the age of enlightenment

**Websites to consult:**

<https://exhibits.museogalileo.it/waldseemuller/index.html>

Here the folder “The New World”

<https://www.maphistory.info/textamer.html>

Extensive list of online articles and commentaries on the Americas

**Prescribed Readings:**

* Thrower, pp. 125-161
* Wilford, pp. 66-86, 205-222

Due date for submission of PILOT BLOG: March 5 at 11:59 pm

Due date class blog comments on Pilot Blog: March 7 at 11:59 pm

**REMINDER !**

Course Paper: Suggested Title and Abstract is due on March 10 at 12:59 pm

Map for Map session is due on March 10 at 12:59 pm

**March 11-17** **SPRING BREAK**

**SPRING BREAK – no class activities!**

Week 9 (3/18-3/24) **United States: Surveying and dividing up the land**

**Content and Learning-outcome:**

Introduction to the early surveying in the United States and the system of its public land allocation

**Websites to consult:**

<http://www.edgate.com/lewisandclark/>

Introduction to the Lewis & Clark-Expedition

<https://www.usgs.gov/news/historical-maps-your-fingertips>

Web application to view the Historical Topographic Map Collection of USGS

**Prescribed Readings:**

* Wilford, pp. 66-86, 205-222
* Kimerling et al., pp 102-119

Due date for submission of PILOT BLOG: March 19 at 11:59 pm

Due date class blog comments on Pilot Blog: March 21 at 11:59 pm

Week 10 (3/25-3/31) **United States: Maps for the masses, 1880-1939**

**Content and Learning-outcome:**

Introduction to the popularization of cartography in the United States

**Provided Material:**

* Puerto Rico and the cartographic implications of the U.S.-Spanish War of 1898

(PowerPoint)

**Website to consult:**

<https://dp.la/exhibitions/maps-in-american-culture>

Online exhibition on the role of maps in U.S. culture

**Prescribed Reading:**

* Schulten, pp. 17-68, 176-203 (chapters 2, 3 and 8)

Due date for submission of PILOT BLOG: March 26 at 11:59 pm

Due date class blog comments on Pilot Blog: March 28 at 11:59 pm

**REMINDER !**

Topical Report is due on March 31 at 12:59 pm

Week 11 (4/1-4/7) **Map Session: Introduction to a self-nominated map**

**Content and Learning-outcome:**

Students introduce an analysis of a self-nominated and instructor approved map

**Website to consult:**

<http://libguides.uta.edu/ccon>

UTA Map Collection and how-to-assess-a map tools

Blog posts on the student nominated maps are due this week. Each student chooses two from the online available submissions of her/his classmates and posts a blog for each of this two.

Due date for the class blog comments on the Student Maps: April 4 at 11:59 pm

**REMINDER !**

Island Presentation by old maps is due on April 7 at 12:59 pm

Week 12 (4/8-4/14) **Presentation: Topical Report**

**Content and Learning-outcome:**

Students will present a short Topical Report and respond to comments from instructor and classmates, thereby acquiring graduate level writing and presentation skills

Blog posts on the Topical Reports are due this week. Each student chooses two from the online available submissions of her/his classmates and posts a blog for each of this two.

Due date for the class blog comments on the Topical Reports: April 11 at 11:59 pm

**REMINDER !**

Course Paper: Final version is due on April 14 at 12:59 pm

Week 13 (4/15-4/21) **Presentation: Introduction of an island by old maps**

**Content and Learning-outcome:**

Students will make a presentation on an island by using old maps and respond to comments from instructor and classmates, thereby acquiring graduate level presentation skills

Blog posts on the Island by old maps-Presentations are due this week. Each student chooses two from the online available submissions of her/his classmates and posts a blog for each of this two.

Due date for the class blog comments on the Island-Presentations: April 18 at 11:59 pm

Week 14 (4/22-4/28) **Presentation: Course Paper – Session I**

**Content and Learning-outcome:**

Students will present their Course Paper and respond to comments from instructor and classmates, thereby acquiring graduate level writing and presentation skills

Blog posts on the batch Course Papers are due this week. Each student chooses **three** from the online available submissions of her/his classmates and posts a blog for each of this three.

ALL received course papers (text version and PowerPoint version) will be made available by April 22, but grouped in two batches. If a student chooses to blog a comment on a Course Paper in Batch I, for this comment the due date is April 25 at 11:59 pm

Week 15 (4/29-5/5) **Presentation: Course Paper – Session II**

**Content and Learning-outcome:**

Students will present their Course Paper and respond to comments from instructor and classmates, thereby acquiring graduate level writing and presentation skills

Blog posts on the batch Course Papers are due this week. Each student chooses **three** from the online available submissions of her/his classmates and posts a blog for each of this three.

ALL received course papers (text version and PowerPoint version) will be made available by April 22, but grouped in two batches. If a student chooses to blog a comment on a Course Paper in Batch II, for this comment the due date is May 2 at 11:59 pm