

Geo 102 Online: Maps and Society (Fall 2019)

Dept. of Geography and Earth Science, University of Wisconsin-La Crosse

GENERAL INFORMATION:

Instructor: Dr. Gargi Chaudhuri

Office: 2022 Cowley Hall; **Email:** gchaudhuri@uwlax.edu

Physical Office Hours: Monday and Wednesday: 3 - 4:30PM; Friday – 10-11AM or by appointment

COURSE DESCRIPTION:

Maps have played a central role in human societies since the beginning of time. As you will learn in this course, maps are not neutral representations of reality but powerful tools of communication. Like all tools, they can be used for good and evil. Regardless, maps exert an enormous amount of influence on a society's political structure, economic system, and imagination of the larger world. Maps are often used to highlight spatial data in informative ways or to help people get from work to the nearest bar. They are also used on a daily basis to track and kill people or to ostracize whole segments of society (i.e., redlining) and forcefully rip apart ethnic groups. This semester we will be studying maps and analyzing their myriad roles in society.

LEARNING OBJECTIVES:

1. Students will learn about how maps work. What they are, who decides what goes on them, and how humans interpret them.
2. Students will learn how mapmaking has evolved, how the power to make maps has changed over time, and how digital technology is changing what can be done with maps.
3. Students will be introduced to the myriad ways that maps are used to shape society.

READINGS:

- *Monmonier, M. (1996), How to lie with maps, 2nd Edition, University of Chicago Press*
- Additional readings will be posted on CANVAS or distributed in class.

EXPECTATIONS FROM THE STUDENT:

1. Do not plagiarize! Cheaters will suffer severe consequences and depending on the egregiousness of the crime, may receive an F in the class.
2. Read what is assigned to you. Not reading will hurt your grade in this course.
3. Log-in often. If you log-in and try to sit through a bunch of the lectures in a binge session, you will do very poorly.
4. Please do not email assignments. I DO NOT GRADE EMAILED ASSIGNMENTS. You need to upload all your assignments in the assigned dropbox in Canvas to be eligible to receive full grades. In case of sudden sickness or emergency please provide a proof for your inability to complete the assignments on time.
5. If you have a question, please email me or, if possible, visit me during the office hours.

ASSESSMENTS

- **Homework:** Assigned homework exercises must be completed on time. It is very important that you do all the homework assignments. **Late submission is not acceptable.** In case of sickness or emergency, appropriate proof should be provided during late submission. You will have enough time to complete each homework within due date, even if you need to consult with me.
- **Quizzes:** There will be multiple quizzes from syllabus, readings and videos. There will be **no late submission/attempt of reading and video quizzes.** The course exams will be also conducted as Canvas Quiz. The quizzes will consist of true/false and multiple choice questions, and short essays on material from class presentations

and readings. You are expected to take the exams at the scheduled time. Make-up exams will be given ONLY for exceptional circumstances with proper proof, such as illness or university-approved event. No other circumstances will be entertained. In cases where you have a scheduling conflict for a university-approved event, it is YOUR responsibility to notify the instructor at least two weeks before the exam. In the case of emergencies, it is YOUR responsibility to notify the instructor that you will be unable to attend, preferably before the exam or within 24 hours after the exam. For any other extenuating circumstances that impact your ability to meet deadlines or participate in class activities, you are responsible to contact Office of Student Life, 149 Graff Main Hall, Phone: 608 785 8062, Email: studentlife@uwlax.edu, who will contact the instructor on your behalf.

EXPECTATIONS FOR GRADED WORK

I provide students feedback and/or scores on assignments that require individualized grading before a further assignment of a similar format is due. Grading will be done electronically, and the grades and feedback will be posted within 21 days from the date the work was due. I will notify you if I am unable to grade the work within the 21-day timeframe, and will identify a revised return date. If you submit work after the due date, it may not be returned within 21 days. Your graded coursework will be returned in compliance with FERPA regulations, such as in class, during my office hours, or via the course management system through which only you will have access to your grades. After you have completed the course, any copies or records of your graded material that I retain will be accessible up to 7 weeks into the next academic term (either Spring after Fall or J-term; or Fall after Spring or Summer).

GRADES:

- Scheme: A = 93 – 100%; A/B = 88 – 92%; B = 83 – 88%; B/C = 78 – 82%; C = 70 – 77%; D = 60 – 69%; F = Below 60%
- Distribution: Exams = 30%; Assignments = 70% (including homeworks, and video and reading quizzes)

COURSE ACCESS

Access to course materials in Canvas may cease after the term ends. If you wish to archive materials for your personal records or portfolio you should do so as you progress through the course. As a general rule, you should always save local copies of course-related work. To avoid disasters, you should also save important files to external media or cloud storage.

SUCCESS AS AN ONLINE LEARNER

Successful completion of this course includes participation in discussions and completion of ALL assignments. As an underlying principle of online learning, successful achievement of course outcomes requires a willingness to self-reflect and self-regulate. You should also frequently reflect on learning goals, application of outcomes, and how you might apply course concepts in your future career or life in general. For additional tips on succeeding as an online learner, review UWL's [Student Readiness Tutorial](#).

To do well in any online class begin with the following tasks:

Checklist for Getting Started	
1	Review 10 Tips for Succeeding in an Online Course if this is your first online class, as well as the Student Readiness Tutorial .
2	Read Syllabus carefully. You will also find a PDF version of the syllabus attached below. There is a syllabus quiz (required) attached to it.
3	Course schedule is provided below. This document should list all readings, videos, associated quizzes, homeworks, module exams and assignments, week by week.
4	The content of the course is divided into several modules . Here you will find modules lessons, instructor comments, resources, readings, videos, quizzes, homeworks and assignments.

NETIQUETTE

Netiquette is a combination of ‘net’ (from Internet or Network) and ‘etiquette’ and refers to acceptable Internet behavior. It means respecting others’ views and opinions and displaying common courtesy when posting your views and opinions online in discussion forums, email, blogs, and social networking sites, etc. This type of communication does not allow each person to see facial expressions, body language, or hear intonation so it's especially important to watch what and how we say things online. By following netiquette, online communication becomes clearer and helps you maintain and establish positive online relationships as well as develop a positive online reputation. All class members should abide by these six simple rules (abridged and modified from the 10 rules of Albion.com):

1. Be kind and forgiving of mistakes (i.e. do unto others as you'd have others do unto you)
2. Adhere to the same standards of behavior online that you follow in real life (i.e. be ethical)
3. Respect other people's time and bandwidth (i.e. avoid long rants and be careful not to monopolize a discussion)
4. Share expert knowledge (i.e. let others benefit from your insights and experience)
5. Help keep flame wars under control (i.e. no personal attacks or ongoing attempts to belittle or antagonize others)
6. Respect other people's privacy

ACADEMIC INTEGRITY & MISCONDUCT

Academic misconduct is a violation of the UWL [Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline. Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the [Student Handbook](#) for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to “[Avoiding Plagiarism](#)” on the [Murphy Library website](#). You may also visit the [Office of Student Life](#) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct. For a light-hearted tutorial on avoiding plagiarism I encourage you to review a ten-minute interactive tutorial from Acadia University: <http://library.acadiau.ca/tutorials/plagiarism/>.

CONCERNS OR COMPLAINTS

If you have a concern or a complaint about the course, or me, I encourage you to bring that to my attention. My hope would be that by communicating your concern we would be able to come to a resolution. If you are uncomfortable speaking with me, or you feel your concern hasn't been resolved after bringing it to my attention, you can contact my department chair or the Office of Student Life (<http://www.uwlax.edu/student-life/>). The Student Academic Non-Grade Appeals process can be found in the [Student Handbook](#). For academic appeals you can review the appeals and petitions for academic matters section of the [UWL Catalog](#).

SEXUAL HARASSMENT

As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with UWL's Title IX Coordinator <https://www.uwlax.edu/equity/> in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, ipeterson@uwlax.edu. Please see <http://www.uwlax.edu/sexual-misconduct> for more resources or to file a report.

RELIGIOUS ACCOMMODATIONS

Per the UWL Graduate Catalog <http://catalog.uwlax.edu/graduate/aboutuwlax/#religious-beliefs> “any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.”

EAGLE ALERT SYSTEM/STUDENT SUCCESS POLICY

Because the GPA requirements for good standing in graduate programs are higher than for undergraduate programs (see the policy here), expect me to contact you to discuss any grade you earn in this course below a [B]. This class will be participating in the Eagle Alert System <https://www.uwlax.edu/academic-advising-center/eagle-alert/student-resources/> through WINGS. The system is designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores or limited participation), I may note this information and you will receive an email indicating that I have entered feedback. I may also enter positive feedback encouraging you to consider additional learning opportunities. The link in the email will take you to WINGS where you can login to see the feedback. I encourage you to meet with me and/or refer to the helpful campus resources listed below under Academic Services and Resources and on UWL’s Student Success page <https://www.uwlax.edu/info/student-success/>.

INCLUSIVE EXCELLENCE

UWL’s core values include “Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community” (<https://www.uwlax.edu/chancellor/mission/>). If you are not experiencing my class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.

NAME/PRONOUNS

I will do my best to address you by a preferred name or gender pronoun that you have identified. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Information on UWL’s preferred name policy is available here <https://www.uwlax.edu/records/preferred-name/> and UWL’s Pride Center is available for additional assistance.

STUDENT EVALUATION OF INSTRUCTION (SEI)

UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

STUDENTS WITH DISABILITIES

Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. Students are ultimately responsible to communicate their needs with the instructor in a timely manner. Review the ACCESS Center website at: <http://www.uwlax.edu/access-center/> Desire2Learn also provides information about their Accessibility resources, at: <https://documentation.desire2learn.com/en/Accessibility>

VETERANS AND ACTIVE MILITARY PERSONNEL

Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the Veterans Services Office. <http://www.uwlax.edu/veteran-services/>. Students who need to withdraw from class or from the university due to military orders should be aware of the military duty withdrawal policy <http://catalog.uwlax.edu/graduate/academicpolicies/withdrawal/#military-duty-withdrawal-university>.

ACADEMIC SERVICES AND RESOURCES AT UWL

Below are several student services available to students taking online courses:

- Academic Advising Center: <http://www.uwlax.edu/advising/>
- ACCESS Center (formerly Disability Resources): <http://www.uwlax.edu/access-center/>
- Career Services: <http://www.uwlax.edu/careerservices/>
- Counseling and Testing Center: <http://www.uwlax.edu/counseling/>
- Financial Information: Financial Aid Office <https://www.uwlax.edu/finaid/> and It Makes Cents <https://www.uwlax.edu/it-makes-cents/>
- Murphy Learning Center (Walk-in tutoring): <http://www.uwlax.edu/murphy-learning-center/>
- Murphy Library: <http://www.uwlax.edu/murphylibrary/>
- Multicultural Student Services: <http://www.uwlax.edu/mss/>
- Public Speaking Center: <https://www.uwlax.edu/murphy-learning-center/subject/public-speaking-center/>
- Records and Registration: <http://www.uwlax.edu/records/>
- Student Handbook: <https://www.uwlax.edu/student-life/student-resources/student-handbook/>
- Student Support Services: <https://www.uwlax.edu/student-support-services/>
- Veteran Services: <http://www.uwlax.edu/veteran-services/>
- Writing Center: <http://www.uwlax.edu/writingcenter/>

TECHNICAL SUPPORT

For tips and information about Canvas visit the Canvas Guide Using Help - Student:

<https://community.canvaslms.com/docs/DOC-10554-4212710328>. Check here to make sure your preferred browser is supported: Canvas Guide - Supported Browsers: <https://community.canvaslms.com/docs/DOC-10720-67952720329>. You can also contact the ITS Support Center at (608) 785-8774 or email them at helpdesk@uwlax.edu for questions about Canvas or any other technological difficulties. The hours for ITS are Monday through Thursday from 7:30 am to 6:30 pm, and Friday from 7:30 am to 4:30 pm, Central Time.

COURSE SCHEDULE

Mod	Topic	Assignments	Lecture Reading
1: How we think about maps? (9/4 – 9/29)	<ol style="list-style-type: none"> Introduction to the course & What are Maps? Cognitive Mapping and Wayfinding Geospatial Intelligence Symbology Interpretation Special Thematic Maps 	<ul style="list-style-type: none"> Syllabus Quiz. Due 9/9 @ 11:59PM Pre-Knowledge Assessment. Due 9/9 @ 11:59PM Icebreaker: Introduce Yourself. Due 9/9 @ 11:59PM Video#1: ‘Where am I?’ Take Quiz. Due: 9/16 @ 11:59PM HW#1: Wayfinding. Due: 9/23 @ 11:59PM 	<ol style="list-style-type: none"> Kitchen (1994) Slocum et al (2009) Pg. 15-16 GEOINT Chap. 1 Book: Pg. 18 – 24, 163 - 173 Slocum et al (2009) Pg. 2-12
	Module 1 Exam (Lectures 1 - 5 and all assigned lecture readings) Due: 9/30 @ 11:59PM		
2: History of map Making (10/1 – 10/28)	<ol style="list-style-type: none"> Age of Discovery & Empire, Modern world Terrain Mapping Mapping Networks 	<ul style="list-style-type: none"> Video#2: Plunders and Possessions. Take Quiz. Due: 10/7 @ 11:59PM Video#3: Windows of the world. Take Quiz. Due: 10/14 @ 11:59PM HW#2: Old vs. new map using David Ramsey Collection. Due: 10/21 @ 11:59PM Video#5: Making Sense of Maps. Take Quiz. Due: 10/28 @ 11:59PM 	<ol style="list-style-type: none"> Harwood Book: To the ends of the earth: Ancient, Classical and Medieval Maps Harwood Book: To the ends of the earth: Age of Exploration, Colonial Mapping Harwood Book: To the ends of the earth: Mapping Terrain; Livestories Article: The Great Trigonometrical Survey Atlantic Article: Behold, the Geographically Accurate Tube Map
	Module 2 Exam (Lectures 1 - 4 and all assigned lecture readings) Due: 10/28 @ 11:59PM		
3: Mapping Technology (10/29 – 11/25)	<ol style="list-style-type: none"> Mapping Technology GIS & GeoVisualization Photogrammetry, Satellite mapping and GPS VGI, Interactive Webmapping 	<ul style="list-style-type: none"> HW#3: Create thematic map using ArcGIS online. Due: 11/11 @ 11:59PM Video#6: Geospatial Revolution- Ep.1. Take Quiz. Due: 11/11 @ 11:59PM Video#7: 3D Spies of WW-II. Take Quiz. Due: 11/18 @ 11:59PM HW#4: Working with Google Tour Builder. Due: 11/25 @ 11:59PM 	<ol style="list-style-type: none"> GIS handout; Slocum et al (2009) Pg. 8 - 14 Robinson et al (2004): Remote sensing and Photogrammetry; Article: ‘The Global Positioning System: The Role of Atomic Clocks’ Goodchild (2007)
	Module 3 Exam (Lectures 1 - 5 and all assigned lecture readings) Due: 11/25 @ 11:59PM		
4: Use of Maps in Society (11/26 – 12/12)	<ol style="list-style-type: none"> Maps as propaganda Mapping denied territory & conflicted maps. Maps that advertise & Radical Cartography 	<ul style="list-style-type: none"> Read#1: Washington post article: Say goodbye to the weirdest border dispute in the world. Take Quiz. Due: 12/2 @11:59PM Read#2: Inside the secret map of Russia's Cold War. Take Quiz. Due: 12/9 @11:59PM Video#8 Quiz -BBC Video: Spirit of the Age. Due: 12/11 @ 11:59PM Post-Knowledge Assessment. Due: 12/12 @11:59PM 	<ol style="list-style-type: none"> Book pg. 87-122 Book pg. 58-70, Denil (2011)
	Module 4 Exam (Lectures 1 – 3, and all assigned lecture readings) Due: 12/12 @11:59PM		