NEW COURSE FORM

1.	**General Information.**					
a.	Submitted by the College of:	Arts & Sciences			Today's Date:	10/18/2011
b.	Department/Division:	GEOGRAPHY				
c.	Contact person name:	Matthew Zook	Email:	zook@uky.edu	Phone:	510-410-1410
d.	Requested Effective Date:	☒ Semester following approval	OR	☐ Specific Term/Year[1] :	_____	
2.	**Designation and Description of Proposed Course.**					
a.	Prefix and Number:	GEO109				
b.	Full Title:	Digital Mapping				
c.	Transcript Title (if full title is more than 40 characters):	Digital Mapping				
d.	To be Cross-Listed[2] with (Prefix and Number):	_____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.					
	2 Lecture	_____ Laboratory[1]	1 Recitation	_____ Discussion	_____ Indep. Study	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain:	_____		
f.	Identify a grading system:	☒ Letter (A, B, C, etc.)	☐ Pass/Fail			
g.	Number of credits:	3				
h.	Is this course repeatable for additional credit?				YES ☐	NO ☒
	If YES:	Maximum number of credit hours:	_____			
	If YES:	Will this course allow multiple registrations during the same semester?			YES ☐	NO ☐
i.	Course Description for Bulletin:	This course introduces the concepts, techniques, and histories that behind mapping as a creative and artist practice. It covers the centrality of the map in everyday life and the changing role of maps as society becomes increasingly saturated by digital information technologies such as geographic information systems (GIS) and global positioning systems (GPS). The course introduces principles in cartographic design and geovisualization culminating in a series of maps created by each student.				
j.	Prerequisites, if any:	_____				
k.	Will this course also be offered through Distance Learning?				YES[4] ☐	NO ☒
l.	Supplementary teaching component, if any:	☐ Community-Based Experience	☐ Service Learning	☐ Both		

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.
[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from *SR 5.2.1*)
[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

3.	**Will this course be taught off campus?**	YES ☐	NO ☒
4.	**Frequency of Course Offering.**		
a.	Course will be offered (check all that apply):	☒ Fall ☒ Spring ☐ Summer	
b.	Will the course be offered every year?	YES ☒	NO ☐
	If NO, explain: _____		
5.	**Are facilities and personnel necessary for the proposed new course available?**	YES ☒	NO ☐
	If NO, explain: _____		
6.	**What enrollment (per section per semester) may reasonably be expected?**	75	
7.	**Anticipated Student Demand.**		
a.	Will this course serve students primarily within the degree program?	YES ☐	NO ☒
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES ☒	NO ☐
	If YES, explain:	As a Gen Ed course in Arts and Creativity it is expected that this course will primarily serve students outside the Geography department.	
8.	**Check the category most applicable to this course:**		
	☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	☒ Relatively New – Now Being Widely Established		
	☐ Not Yet Found in Many (or Any) Other Universities		
9.	**Course Relationship to Program(s).**		
a.	Is this course part of a proposed new program?	YES ☐	NO ☒
	If YES, name the proposed new program: _____		
b.	Will this course be a new requirement[5] for ANY program?	YES ☐	NO ☒
	If YES[5], list affected programs: _____		
10.	**Information to be Placed on Syllabus.**		
a.	Is the course 400G or 500?	YES ☐	NO ☒
	If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in ***10.b***. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)		
b.	☐ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from ***10.a*** above) are attached.		

[5] In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: GEO109

Proposal Contact Person Name: Matthew Zook Phone: 510-410-1410 Email: zook@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Chair, Geography	10/17/11	Sue Roberts / 7-2399 / sueroberts@uky.edu	
DUS, Geography	10/17/11	Tad Mutersbaugh / 7-1316 / mutersba@uky.edu	
College of A&S	11/08/11	Anna Bosch, Assoc. Dean / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council	2/12/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Education Course Approval Cover Sheet

Date of Submission 11/17/2011

1. Check which area(s) this course applies to

Inquiry – Arts & Creativity	☒	Composition & Communications - II	☐
Inquiry – Humanities	☐	Quantitative Foundations	☐
Inquiry – Nat/Math/Phys Sci	☐	Statistical Inferential Reasoning	☐
Inquiry – Social Sciences	☐	U.S. Citizenship, Community, Diversity	☐
Composition & Communications - I	☐	Global Dynamics	☐

2. Provide Course and Department Information.

Department: GEO

Course Prefix and Number: 109 Credit hours: 3

Course Title: Digital Mapping

Expected # of Students per Calendar Yr: 200 Course Required for Majors in your Program (check one)? Yes ☐ No ☒

Prerequisite(s) for Course? none

This request is for (check one) A New Course ☒ An Existing Course ☐

Departmental Contact Information

Name: Matt Wilson Email: matthew.w.wilson@uky.edu

Office Address: 1457 POT Phone: (859) 257-8851

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website http://www.uky.edu/gened/forms.html for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: _____ Date: 10/17/11

Dean: _____ Date: 11/08/11

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website http://www.uky.edu/gened

GEO 109
Digital Mapping

Dr. Matthew W. Wilson
POT 1469
859.257.8851
matthew.w.wilson@uky.edu
(email is the best way to reach me)

Lecture/lab: TTh 2-2:50, CB102

Office hours: MWF 10 am to noon

Teaching Assistant:
I.M. Smart
imsmart@uky.edu
257-2329

Disc. sections:
sec 1 M 8:00-8:50, CB313
sec 2 M 9:00-9:50, CB313
sec 3 M 10:00-10:50, CB313
sec 4 M 12:00-12:50, CB313
sec 5 M 1:00-1:50, CB313
sec 6 T 8:30-9:20, CB313

Bulletin Course Description

This course introduces the concepts, techniques, and histories that behind mapping as a creative and artist practice. It covers the centrality of the map in everyday life and the changing role of maps as society becomes increasingly saturated by digital information technologies such as geographic information systems (GIS) and global positioning systems (GPS). The course introduces principles in cartographic design and geovisualization culminating in a series of maps created by each student.

I. Course Overview

Mapping has been considered both an art and a science, as part of artistic, communicative, and analytical processes in the geographical tradition. This course will serve as an introduction to the concepts, techniques, and histories that enable mapping as a creative and artistic practice, with particular attention to the digital. It covers the centrality of the map in everyday life and considers the changing role of the map-maker as society becomes increasingly saturated by digital information technologies. Of particular interest will be the use of Internet-based mapping tools and location-based services and the relationship of these tools with more traditional digital mapping techniques, such as geographic information systems (GIS) and global positioning systems (GPS). In addition the course will introduce principles in cartographic design, geovisualization methods for digital data, and digital map evaluation and critique, culminating in a series of maps created by students.

II. Course goals and objectives

In utilizing the creative process of digital mapping, this course shall:

- Trace the technological developments and conceptual debates that situate contemporary digital mapping as art and creative practice;
- Explore the variety of digital mapping technologies available for creative and artistic representations of spatial phenomena;
- Create maps through digital processes using Internet-based and desktop-based software; and
- Critique existing digital maps and tools, as well as those creative works produced by participants in the course.

III. Student learning outcomes

By the completion of this course, students shall be able to personally create maps that demonstrate their engagement with the creative and artistic processes of digital mapping, both as an individual and as part of a collaborative endeavor. As part of these processes students will:

- Apply principles of map design to create maps that are coherent and convincing as well as technically correct, choosing an appropriate representation for their data set or project goal;
- Situate contemporary digital mapping within histories of technological developments and theoretical debates;
- Critique cartographic products and geoweb applications to assess some of their potential social, political, and aesthetic implications; and
- Evaluate results of their own creative endeavors and, using that evaluation, reassess and refine their work.

IV. Format

This course will be composed of lecture and discussion sessions. Lecture sessions will cover the majority of the conceptual and historical material, as well as demonstrate a range of creative applications. Lecture is not duplicative of the texts. In discussion sessions, students will meet in a computer lab to discuss the lecture material and practice the techniques, working on their map creations. Students will be expected to work constructively with their fellow classmates in developing a comprehensive understanding of the introduction techniques in digital mapping.

V. Required Texts

There are two required books for this class:

- John Krygier and Denis Wood, 2011. *Making Maps* (2nd edition). Guilford Press.
- Jeremy Crampton, 2010. *Mapping*. Wiley-Blackwell.

There is also a required reading packet available from my course website under the 'teaching' tab at http://matthew-w-wilson.com. Consult the course calendar below for a reading schedule.

VI. Assignments, Activities, and Grading

Assessment Overview.
Students will be assessed in this course using a variety of methods. Attendance and participation in class activities will greatly improve students' abilities to master the lecture and laboratory material. Assessment is distributed in the following ways, for a total of 400 points:

- Exam 1 (75 points) midterm 18.75%
- Exam 2 (75 points) final 18.75
- Discussions and Exercises (50 points) 12.5
- Mapping 1 (40 points) 10
- Mapping 2 (40 points) 10
- Mapping 3 (40 points) 10
- Final project (80 points) 20

Final grades will be based on a standard scale, i.e., A=90-100%; B=80-89%; C=70-79%; D=60-69%; E=less than 60%. Grades for all assignments will be available via the University of Kentucky Blackboard system.

Midterm Grade (for 100-400 level courses, and for undergraduates in 500 level courses)
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)
Final Exam Information (see examinations and schedule below)

Examinations.
Two written exams will be held at a mid-point of the semester **(March 8)** and at the completion of the course **(May 2nd at 10 am)**. Exams will focus on the lecture material and assigned readings with a few key concepts from the mapping projects and exercises. The best preparation for these examinations will be to attend class and engage in class discussions.

Discussions and Exercises.
Each of the scheduled discussion sections will require students to complete a short assignment before or during class. The exact format will vary from week to week and will be graded on a check-plus, check, and check-minus basis. The lowest two grades for these responses will be dropped **but no late reading responses or exercises will be accepted.**

Mapping projects.
During the first half of the semester, three mapping projects will be completed. These projects ask students to demonstrate basic digital mapping competencies, such as downloading and assessing Internet-based data, visualizing spatial data tables, and manipulating map symbology. These projects may include mapping everyday practices, mapping national data, mapping global data, or other digital mapping creations.

Final project.
The final project is a collaborative project focused on the creative process of digital mapping. Students will need to identify one partner within their discussion section. No groups of more than two individuals. For the final project, students will be asked to demonstrate competencies in at least three skill areas: locating/transforming spatial data, designing/creating maps, and evaluating/critiquing the aesthetics of their creations. Student partners will evaluate group member contributions. During the final week of class, the group will present the final map(s). The group will also be asked to submit a final report. The final report will document the creative process and reflect on the representational capacities of their map creations.

VII. Important Notices

Prepare for this course.
Review the course syllabus carefully, paying special attention to due dates and assignment instructions. In addition to a final project, there are four major laboratory deliverables in this course and each one builds off the previous, so attendance and participation are crucial. If you have questions about course expectations as overviewed by this syllabus, please contact me as soon as possible.

Attendance and excused absences
Attendance is not taken nor required, however, note that:

1. the majority of your grade depends on your preparation for, and engagement in, class discussions and group work;

2. your success in completing the exercises, projects, and exams largely depends on how well you understand the material that we will cover in lecture and in discussion sections;
3. throughout the semester, I may assign work to be completed and handed in during class or at our next meeting; you will be responsible for submitting these for credit even if you do not attend class; and
4. in the event of an absence, you should consult the syllabus regarding what material or deadlines you may have missed.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Be in contact.
You are responsible for checking your UKY email account; the class listserv is what I will use to send communications outside class. Email is the best way to contact me (place 'GEO109' in the subject heading). Please allow at least 24 hours for a response by email during weekdays. I will not necessarily respond to emails over the weekends.

Be a resource for others.
I strongly encourage you to exchange contact information with classmates, in order to retrieve notes and information that you may have missed.

Get help.
This course is based on a progression of lectures and mapping assignments. If you are having difficulty with any course material, please contact me. There are also other resources which you should find useful:

- GIS and Cartography Labs
  5 Miller Hall
  http://www.uky.edu/AS/Geography/CartLab/
- The University Writing Center:
  http://www.uky.edu/AS/English/wc/
- Map Collections, Science Library
  410C King Library
  http://libguides.uky.edu/maps
- Stress Management Workshops
  Frazee Hall
  http://www.uky.edu/StudentAffairs/Counseling/

- On reading an academic journal article:
  http://www.brockport.edu/sociology/journal.html

Meet deadlines.
Meeting deadlines is an important professional practice. Consult the course schedule, below, for the due dates of the course assignments and instructions on how to submit them. A 10-percent deduction will be applied to the final score of your assignment for submissions after the deadline on the same calendar day, with an additional 10-percent deduction for each additional calendar day the assignment is late. If the assignment is not delivered by the next class meeting, the assignment will not be accepted.

Be honest.
This course, if successful, will expose you to a variety of concepts and techniques. You are expected to draw upon these various ideas, but you must be transparent and honest about your use of these ideas. Please get help if you're uncertain about this expectation! Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the *Code of Student Rights and Responsibilities*. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Be respectful.
Students should at all times be respectful of fellow students, the professor or teaching assistant(s), and the University of Kentucky. Some basic reminders:

- Silence all mobile devices.
- Show up on time. Late arrivals (and unnecessary) early departures are rude and disruptive.
- Put away your reading material (other than perhaps readings necessary for the lecture/course).
- Talking and whispering during class is disrespectful to the professor and fellow students and makes it more difficult for those who want to learn to do so.
- Be attentive to and respectful of other students' contributions to class discussions. Discussion must not include attacks of a personal nature, including denigrating another on the basis of skin color, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

For students with special needs:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

VIII. Schedule

Subject to change.

Week	Mon./Tues. Disc. Sect.	Tuesday	Thursday
1: Jan. 12	- - -	- - -	1. Course introduction 2. Map as art 3. Map as creative practice L1
Mapping Knowledge			
2: Jan. 16, 17, 19	MLK DAY NO CLASS	Read Kitchin etal. 2009. Read Wood 1993. Read Harley 1987. 1.The aesthetics of cartography 2.Intro to map types and data types 3.Activity: Map as biography L2	

Week	Mon./Tues. Disc. Sect.	Tuesday	Thursday
3: Jan. 23, 24, 26	Read K/W 2011 int-ch1. Read C 2010 ch1-2. 1. Lab introduction 2. M1 introduction	1. Mapping the everyday 2. Critical mapping practices 3. Activity: Generative constraints L3	
4: Jan. 30, 31 Feb. 2	Read K/W 2011 ch2. Read C 2010 ch4. Read Schuurman 2000 **M1 DUE** end of class	1.The relationship between cartography and GIS 2.Map audience and format 3.Viewing the map and map experiences 4.Activity: Art Museum L4	
Practices of Mapping			
5: Feb. 6, 7, 9	Read K/W 2011 ch3-4. Read C 2010 ch3. M2 introduction	1. Acquiring data and transforming data 2. Mapmaking tools 3. Mashups and spatial media L5	
6: Feb. 13, 14, 16	Read K/W 2011 ch5-7. Read C 2010 ch5, ch7. **M2 DUE** end of class	1. The neutrality of maps 2. Map projection and design L6	
7: Feb. 20, 21, 23	Read K/W 2011 ch8-11. Read K/W 2009. Read Monmonier 1996. M3 introduction	1. Generalization, classification, and symbolization 2. The selective interests of the map(maker) L7	
8: Feb. 27, 28 Mar. 1	CLASS WILL NOT MEET Work on M3	CLASS WILL NOT MEET Work on M3.	Read C 2010 ch10. Read Zook & Gr. 2007 The geoweb L8
9: Mar. 5, 6, 8	**M3 DUE** end of class	Review Weeks 1-8	**EXAM 1**
10: Mar. 12, 13, 15	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS
Materialities of Mapping			
11: Mar. 19, 20, 22	Read C 2010 ch8, ch13. Read Wood 2003. Introduce Final Project	1. After critical GIS and cartography 2. New mapping industries 3. Discuss final project 4. Activity: Map Library L9	

Week	Mon./Tues. Disc. Sect.	Tuesday	Thursday
12: Mar. 26, 27, 29	Read C 2010 ch12. Read Della Dora 2009. Read Kwan 2007. Work on Final Project	1. Mapping as art and creative force 2. Non-representational mapping 3. Maps as objects of consumption L10	
13: Apr. 2, 3, 5	Read Elwood 2008. Read Goodchild 2007. Work on Final Project	1. Collaborative and participatory mapping 2. Crowd-sourced mapping 3. Volunteered geographic information and neogeography L11	
14: Apr. 9, 10, 12	Read Wilson 2009. Read Brown & Kn. 2008 Read Pavlovskaya 2009. Work on Final Project	1. Qualitative GIS 2. Historical GIS and the spatial humanities L12	
15: Apr. 16, 17, 19	**FP DUE** end of class	1. Toward digital mapping studies 2. Evaluating digital mapping practices L13	
16: Apr. 23, 24, 26	Final project presentations	(re)Mapping the class	Review Weeks 11-15

Final Exam will take place on May 2nd at 10 am in our regular classroom. You will have two hours to complete it.

IX. <u>References</u>

Brown, Michael, and Larry Knopp. 2008. Queering the map: the productive tensions of colliding epistemologies. *Annals of the Association of American Geographers* 98 (3):1-19.

Crampton, Jeremy W. 2010. *Mapping : a critical introduction to cartography and GIS*. Malden, Mass.: Wiley-Blackwell.

Della Dora, Veronica. 2009. Performative Atlases: Memory, Materiality, and (Co-)Authorship. *Cartographica* 44 (4):240-255.

Elwood, Sarah A. 2008. Volunteered geographic information: future research directions motivated by critical, participatory, and feminist GIS. *GeoJournal* 72:173-183.

Goodchild, Michael F. 2007. Citizens as sensors: the world of volunteered geography. *GeoJournal* 69:211-221.

-----. 2009. Modeling the earth. In *Rethinking Maps : New frontiers in cartographic theory*, edited by M. Dodge, R. Kitchin and C. Perkins. London: Routledge. p. 83-96.

Harley, J. Brian. 1987. The Map as Biography: Thoughts on Ordnance Survey Map, Six-Inch Sheet Devonshire CIX, S.E., Newton Abbot. *The Map Collector* 41:18-20.

Kitchin, Rob, Chris Perkins, and Martin Dodge. 2009. Thinking about maps. In *Rethinking Maps : New frontiers in cartographic theory*, edited by M. Dodge, R. Kitchin and C. Perkins. London: Routledge. p. 1-25.

Krygier, John, and Denis Wood. 2009. Ce n'est pas le monde (This is not the world). In *Rethinking Maps : New frontiers in cartographic theory*, edited by M. Dodge, R. Kitchin and C. Perkins. London: Routledge.

-----. 2011. *Making maps : a visual guide to map design for GIS*. 2nd ed. New York: Guilford Press.

Kwan, Mei-Po. 2007. Affecting Geospatial Technologies: Toward a Feminist Politics of Emotion. *The Professional Geographer* 59 (1):27-34.

Monmonier, Mark S. 1996. Map Generalization: Little White Lies and Lots of Them. In *How to lie with maps*. Chicago: University of Chicago Press. p. 25-42.

Pavlovskaya, Marianna. 2009. Critical GIS and Its Positionality. *Cartographica* 44 (1):8-10.

Perkins, Chris. 2009. Playing with maps. In *Rethinking Maps : New frontiers in cartographic theory*, edited by M. Dodge, R. Kitchin and C. Perkins. London: Routledge. p. 167-189.

Schuurman, Nadine. 2000. Trouble in the heartland: GIS and its critics in the 1990s. *Progress in Human Geography* 24 (4):569-590.

Wilson, Matthew W. 2009. "Towards a genealogy of qualitative GIS." In *Qualitative GIS: A Mixed Methods Approach*, edited by Meghan Cope and Sarah A. Elwood, 156-170. London: Sage.

Wood, Denis. 1993. Maps and Mapmaking. *Cartographica* 30 (1):1-9.

-----. 2003. Cartography is Dead (Thank God!). *Cartographic Perspectives* 45:4-7.

Zook, Matthew A., and Mark Graham. 2007. The creative reconstruction of the Internet: Google and the privatization of cyberspace and DigiPlace. *Geoforum* 38:1322-1343.

Course Review Form
Intellectual Inquiry in Arts & Creativity

Reviewer Recommendation

Accept ☐ Revisions Needed ☐

Course: Digital Mapping

Using the course syllabus as reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☒ An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.

Example(s) from syllabus:
"Mapping projects.
During the first half of the semester, three mapping projects will be completed. These projects ask students to demonstrate basic digital mapping competencies, such as downloading and assessing Internet-based data, visualizing spatial data tables, and manipulating map symbology. These projects may include mapping everyday practices, mapping national data, mapping global data, or other digital mapping creations."

"Final project.
The final project is a collaborative project focused on the creative process of digital mapping. Students will need to identify one partner within their discussion section. No groups of more than two individuals. For the final project, students will be asked to demonstrate competencies in at least three skill areas: locating/transforming spatial data, designing/creating maps, and evaluating/ critiquing the aesthetics of their creations. Student partners will evaluate group member contributions. During the final week of class, the group will present the final map(s). The group will also be asked to submit a final report. The final report will document the creative process and reflect on the representational capacities of their map creations."

Brief Description:
In this course, students will not only learn about the creative process of digital map production, but will create their own maps, both individually and as part of a collaborative. In discussion sections, students will workshop and critique each others' creations, in alignment with the weekly themes presented in lecture.

☒ Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to “creativity” as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.

Example(s) from syllabus:
"Examinations.
Two written exams will be held at a mid-point of the semester and at the completion of the course. Exams will focus on the lecture material and assigned readings with a few key concepts from the mapping projects and exercises. …"

"Discussions and Exercises.
Each of the scheduled discussion sections will require students to complete a short assignment before or during class. …"

Brief Description:
As is detailed in the schedule of readings and topics for the course, students will be presented with three broad themes of digital mapping: the historicization of maps as artifacts of knowledge, the artistic and creative practices of mapping, and the various materializations of mapping both as representational objects and objects that elude the representational (and become emotional, affectual, experiential, sensory).

☒ The processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g, “out of the box” thinking or application of given rules or forms).

Example(s) from syllabus:
"Mapping projects.
During the first half of the semester, three mapping projects will be completed. These projects ask students to demonstrate basic digital mapping competencies, such as downloading and assessing Internet-based data, visualizing spatial data tables, and manipulating map symbology. These projects may include mapping everyday practices, mapping national data, mapping global data, or other digital mapping creations."

"Final project.
The final project is a collaborative project focused on the creative process of digital mapping. Students will need to identify one partner within their discussion section. No groups of more than two individuals. For the final project, students will be asked to demonstrate competencies in at least three skill areas: locating/transforming spatial data, designing/creating maps, and evaluating/ critiquing the aesthetics of their creations. Student partners will evaluate group member contributions. During the final week of class, the group will present the final map(s). The group will also be asked to submit a final report. The final report will document the creative process and reflect on the representational capacities of their map creations."

Brief Description:
The map products that students create during the course are informed by lecture and discussion section, where students are presented with the technical processes necessary for these specific creative endeavors. Students will be encouraged to use these processes as a backdrop for their creative process, to provide some structure as a kind of generative constraint.

☒ Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.

Example(s) from syllabus:
Week 4: "Activity: Art Museum"

Week 11: "Activity: Map Library"

Week 15: "Evaluating digital mapping practices"

Brief Description:
In collaboration with the education director and registrar at the Art Museum, this course will provide students with an Art Museum tour, where they will examine and critique specifically chosen works in the collection -- with particular attention to how portraits, landscapes, and depictions of maps do work as

spatial representations. Additionally, students will work with the map librarian at the Map Library to examine and reflect on the multiple materialities of map productions. Finally, students will draw on these experiences to refine their capacities for cartographic critique, including the aesthetic, as well as the social and the political.

☒ The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Example(s) from syllabus:
"Final project.
The final project is a collaborative project focused on the creative process of digital mapping. … For the final project, students will be asked to demonstrate competencies in at least three skill areas: locating/transforming spatial data, designing/creating maps, and evaluating/ critiquing the aesthetics of their creations. Student partners will evaluate group member contributions. … The final report will document the creative process and reflect on the representational capacities of their map creations."

Brief Description:
The creative process of the final project takes place over 6 weeks at the end of the semester. During this process students will work on their mapping creations both in discussion section and outside of class. In consultation with the instructor, TA, and other students, they will refine their work and incorporate elements of their evaluations.

Describe how students demonstrate the use of information literacy resources:.
In this course, students will access, utilize, and evaluate a variety of information literacy resources for spatial data acquisition, map creation, and cartographic critique. Their success in the course is structured around their abilities to demonstrate these capacities as part of a creative and artistic mapping process.

Reviewer's Comments: