

IHST 210-IH1: Mapping Empire, 1500-1800

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Office Hours: Friday, 1-3 or by Appointment

Course Description:

This course examines the role of maps and cartography in the context of overseas colonization during the early stages of European imperialism (1500-1800). It addresses a number of questions and issues including: 1) the ways in which maps represented (or misrepresented) indigenous peoples and their cultures; 2) the relationship of printed maps to manuscript maps, and the importance of secrecy in overseas exploration and imperial rivalry; 3) the relationship of maps to their accompanying written texts in the articulation of geographical space; 4) the development of a "cartographical rhetoric," which used maps to articulate and assert claims of sovereignty and possession under the *ius gentium* or "law of nations."

Student Learning Outcomes for Intellectual History Requirements:

Requirements in Intellectual history present the history of ideas in their development through and across cultures and historical periods. They focus on major intellectual movements in philosophy, religion, politics, economics, science and mathematics, art and literature, and their social and historical contexts. Intellectual history courses aim to:

- Impart specific intellectual values: intellectual integrity and honesty
- Develop respect for the materials of historical inquiry
- Foster a capacity for dialogue with the past.
- Engender an understanding of good scholarly technique and practice.

Readings:

- J. R. Andrews, "John Norden's Maps of Ireland," *Proceeding of the Royal Irish Academy* 100C, no. 5 (December 2000), 159-206. Moodle
- Matthew H. Edney, "A Publishing History of John Mitchell's Map of North America, 1755-1775," *Cartographic Perspectives* 58 (Fall 2007), 4-27. Moodle
- Edward Haies, *Sir Humphrey Gilbert's Voyage to Newfoundland, 1583*. At <http://legacy.fordham.edu/Halsall/mod/1585haies-gilbert.asp>
- Richard Helgerson, "The Land Speaks: Cartography, Choreography, and Subversion in Renaissance England," *Representations* 16 (Fall 1986), 50-85. Moodle
- Ken MacMillan, "Sovereignty 'More Plainly Described': Early English Maps of North America, 1580-1625," *Journal of British Studies* 42, no. 4 (October 2003), 413-447. Moodle
- Annaleigh Margey, "Visualizing the Plantation: Mapping the Changing Face of Ulster," *History Ireland* 6 (November/December, 2009). At

<http://www.historyireland.com/early-modern-history-1500-1700/visualising-the-plantationmapping-the-changing-face-of-ulster/>

- Fynes Moryson Fynes Moryson, *The Description of Ireland* (10,600 Words). At <http://www.ucc.ie/celt/online/T100071.html>.
- Fynes Moryson, *The Manners and Customs of Ireland* (75340 Words). At <http://www.ucc.ie/celt/online/T100073.html>
- Nate Probasco, "Cartography as a Tool of Colonization: Sir Humphrey Gilbert's 1583 Voyage to North America," *Renaissance Quarterly* 67, no 2. (Summer 2014), 425-472. Moodle
- *The Journals of Captain John Smith*, ed. John M. Thompson (Washington DC: National Geographic, 2007). For purchase
- John Stow, *A Survey of London by John Stow reprinted from the Text of 1603*, Vol. 2, ed. Charles Lethbridge Kingsford (Oxford: Clarendon, 1908). Facsimilie copy for purchase or link on Moodle.

Requirements:

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| • Mid Term Examination | 20% |
| • Short Essay 4-5 pp. (Norden, Bartlett, Andrews, Moryson) | 20% |
| • Final Essay 8-10 pp. (At least 5 sources) | 40% |
| • Participation | 20% |

NOTE: *All written assignments must be completed in order to receive a passing grade in the course. Any incomplete writing assignments will result in a failing grade for the entire course.*

ATTENDANCE: *Unexcused absences will result a correspondingly lower participation grade. Unexcused absence from three or more classes will result in a failing grade.*

Writing Assignments:

Mid Term Examination:

The Mid Term Examination will be closed book. I will distribute an essay question a week in advance and students are strongly encouraged to form groups and discuss the course material prior to writing in class. Stationary will be provided in the form of Blue Books.

Essay Style:

All references, paraphrases, quotations etc. must be properly footnoted and acknowledged. Please follow format as laid out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (essentially an abridged *Chicago*

Manuel of Style). Those already familiar with MLA style parenthetical referencing of sources and who prefer it may use that format. **Unreferenced and poorly referenced papers will be given correspondingly lower grades.**

Academic Policies:

Plagiarism:

Each discipline within the arts has specific and appropriate means for students to cite or acknowledge sources and the ideas and material of others used in their own work. Students have the responsibility to become familiar with such processes and to carefully follow their use in developing original work.

Policy:

MICA will not tolerate plagiarism, which is defined as claiming authorship of, or using someone else's ideas or work without proper acknowledgement. Without proper attribution, a student may NOT replicate another's work, paraphrase another's ideas, or appropriate images in a manner that violates the specific rules against plagiarism in the student's department. In addition, students may not submit the same work for credit in more than one course without the explicit approval of all of the instructors of the courses involved.

Consequences:

When an instructor has evidence that a student has plagiarized work submitted for course credit, the instructor will confront the student and impose penalties that may include failing the course. In the case of a serious violation or repeated infractions from the same student, the instructor will report the infractions to the department chair or program director. Depending on the circumstances of the case, the department chair or program director may then report the student to the appropriate dean or provost, who may choose to impose further penalties, including expulsion.

Appeal Process:

Students who are penalized by an instructor or department for committing plagiarism have the right to appeal the charge and penalties that ensue. Within three weeks of institutional action, the student must submit a letter of appeal to the department chairperson or program director, or relevant dean or provost related to the course for which actions were taken. The academic officer will assign three members of the relevant department/division to serve on a review panel. The panel will meet with the student and the instructor of record and will review all relevant and available materials. The panel will determine whether or not to confirm the charge and penalties. The findings of the panel are final. The panel will notify the instructor, the chairperson, division, the student, and the Office of Academic Affairs of their findings and any recommendations for change in penalties.

Americans with Disabilities Act:

Any student who may need an accommodation based on the potential impact of a disability should contact the Learning Resource Center at 410-225-2416, in Bunting 458, to establish eligibility and coordinate reasonable accommodations.

Environmental Health and Safety (EHS):

It is the responsibility of faculty and students to follow health and safety guidelines relevant to their individual activities, processes, and to review MICA's Emergency Action Plan and attend EHS training. It is each faculty member's responsibility to coordinate with the EHS Office to ensure that all risks associated with their class activities are identified and to assure that their respective classroom procedures mirror the EHS and Academic Department Guidelines. Each of these policies and procedures must be followed by all students and faculty. Most importantly, faculty are to act in accordance with all safety compliance, state and federal, as employees of this college and are expected to act as examples of how to create art in a way to minimize risk, and reduce harm to themselves and the environment. Faculty must identify and require appropriate personal protective equipment for each art making process, for each student, in all of their classes, when applicable. Students are required to purchase personal protection equipment appropriate for their major. Those students who do not have the proper personal protection equipment will not be permitted to attend class until safe measures and personal protection are in place

Title IX Accommodation:

Maryland Institute College of Art seeks to provide an environment based on mutual respect that is free of bias, discrimination and harassment. If you have encountered sexual harassment/misconduct/assault we encourage you to report this. Disclosures made to faculty must be reported to the Title IX Coordinator, Title IX Deputy Coordinator, or Title IX Specialist. Disclosures made by students in course assignments are not exempt from mandatory reporting. If you require academic accommodations due to an incident involving sexual harassment or discrimination, please contact Student Affairs at 410.225.2422 or Human Resources at 410.225.2363.

Students with Extended Illness or Cause for Legitimate Absence:

In the case of extended illness or other legitimate absences that may keep the student from attending a class for more than three meetings, students must contact the Student Development Specialist in the Division of Student Affairs so that instructors can be notified. Graduate students must contact the instructor, program director, and the Office of Graduate Studies. Students in art education or professional studies programs must contact the Dean for the Center for Art Education or the Dean of the School for Professional and Continuing Studies, respectively. The appropriate administrator will

facilitate a conversation with faculty to determine whether the student can achieve satisfactory academic progress.

Class Schedule:

Week 1 (September 4):

- Introduction and Overview

Part 1: The Seat of Empire

Week 2 (September 11):

- Richard Helgerson, “The Land Speaks: Cartography, Choreography, and Subversion in Renaissance England”
- Christopher Saxton’s Atlas of the Counties of England and Wales (at <http://special.lib.gla.ac.uk/exhibns/month/june2002.html>; link on Moodle)

Week 3 (September 18):

- John Stow, *Survey of London*, vol. 2, 1-69 OR 69-138 (to be divided between the class). Facsimile Reprint for purchase or at <http://www.british-history.ac.uk/no-series/survey-of-london-stow/1603>
- John Norden’s Map of London (at <http://www.bl.uk/onlinegallery/onlineex/craxe/a/largeimage87872.html>; link on Moodle and original 1593 image on Moodle).

Week 4 (September 25):

- Stephen Porter on the Great Fire of London: <http://www.oxforddnb.com/public/themes/95/95647.html>
- Wenceslaus Hollar, Map of London before the Fire (at <https://www.royalcollection.org.uk/collection/802848/plan-of-london-before-the-fire>)
- Wenceslaus Hollar, Great Fire of London Map (at <http://www.bl.uk/learning/timeline/large103629.html>)
- Christopher Wren, Plan for the reconstruction of London (at <http://www.bl.uk/learning/timeline/large103694.html>)
- Workshop on prompt for Mid Term Examination

Week 5 (October 2):

- Mid Term Examination

Part 2: The Laboratory of Empire

Week 6 (October 9):

- Richard Bartlett's Maps of Ulster from The National Archives at KEW (Moodle)
- Fynes Moryson, *Description of Ireland* (at <http://www.ucc.ie/celt/online/T100071.html>)
- Fynes Moryson, *The Manners and Customs of Ireland* (at <http://www.ucc.ie/celt/online/T100073.html>)
- Annaleigh Margey, "Visualizing the Plantation: Mapping the Changing Face of Ulster" (at <http://www.historyireland.com/early-modern-history-1500-1700/visualising-the-plantationmapping-the-changing-face-of-ulster/>; link on Moodle)

Week 7 (October 16):

- John Norden's Map and Description of Ireland from The National Archives at KEW (Moodle)
- J. R. Andrews, "John Norden's Maps of Ireland" (Moodle)

Week 8 (October 23):

- Film, "The New World"
- Short Essay due, B425, at 4:30 PM

Part 3: The Atlantic Empire

Week 9 (October 30):

- Nate Probasco, "Cartography as a Tool of Colonization: Sir Humphrey Gilbert's 1583 Voyage to North America"
- Edwart Haies, *Sir Humphrey Gilbert's Voyage To Newfoundland, 1583* (at <http://legacy.fordham.edu/Halsall/mod/1585haies-gilbert.asp>)

Week 10 (November 6):

- Ken Macmillan, "Sovereignty 'More Plainly Described: Early English Maps of North America'" (Moodle)
- *The Journals of Captain John Smith*, 1-27

Week 11 (November 13):

- *The Journals of Captain John Smith*, 43-88
- Workshop for Final Essay Questions

Week 12 (November 20):

- Matthew H. Edney, “A Publishing History of John Mitchell’s Map of North America, 1755-1775” (with color images on Moodle)
- Workshop for Final Essay Questions

Week 13 (November 27):

- Thanksgiving (No Class)

Part 4: Conclusions**Week 14 (December 4):**

- Individual Conferencing for Final Essay (Required)

Week 15 (December 11):

- Film (TBA)
- Final Paper due December 11, B425, at 4:30 PM

Week 16 (December 18):

- Review and Evaluations