

# FYS 121

## Maps: Truths, Lies & Legends

### Spring 2020



*First Year Seminar*

#### **Contact Information**

Instructor:	John Gartin
Class Room and Meeting Time:	Adel 146, Mon & Wed 2:20p – 3:35p
Office Number/ Building:	SAS 450
Student Hours:	Wednesday and Friday 12:00 – 1:00p
Virtual Student Hours:	Monday and Friday 10:00a – 11:00a
Instructor Email:	John.Gartin@nau.edu
Instructor Phone:	928-523-1816

#### **Prerequisite**

Not open to students with more than 30 Credits

#### **Course Description**

How can we evaluate, analyze, and interpret a map's attempt to inform, deceive, or entertain?

Maps are an incredibly powerful mode of delivering large amounts of information from a variety of subjects to an individual or a large population. People interact with maps daily, trusting the map and its information without any critical thought of what is being represented or the intent of the message. In this course, we will examine, question, and discuss the impact of maps on politics, history, cultural identity, literature, and popular entertainment. Critical analysis will include political messaging and propaganda; historical representation, misrepresentation and ignorance of information; literary use of maps to engage the reader; and the use, effectiveness, and impact of maps in popular entertainment genres. This course is designed to ignite a student's critical thinking skills in viewing and digesting geographic information from cultural, social and political sources.

#### **About Your Instructor**

John Gartin has been trained to teach NAU130 and is supervised by the Director of First Year Experience (FYE). Your instructor will hold regular office hours during the week and is available to address your questions and/or concerns about the class. He holds a Master of Art in Geography and is considered classified, full-time faculty.

#### **Student Learning Outcomes**

1. Identify and describe mapping methods, map types, map symbols, cartographic vocabulary;
2. Learn basic and advanced Critical Thinking systems using Bloom's Taxonomy as a foundation and common vocabulary;
3. Classify map types; explain a map's author intent and data sources, and compare maps to discern

- similarities and differences in production, intent and intended audience;
4. Arrange, illustrate, and apply data, cartographic data using cartographic systems and tools as well as unique views brought by you, the student, in production of maps while understanding who is the final audience/viewer;
  5. Analyze maps and data to determine 1) validity and soundness, 2) attempts to deceive or coerce the audience, and 3) classification of the map as information, entertainment, or other purposes;
  6. Apply Critical Thinking (Bloom's Taxonomy) to evaluate maps and data effectiveness in 1) representation, 2) use of color, iconography, typeface, images, 3) communication of information to the reader/user, and 4) Creation of new questions and research directions; and
  7. Design, create, revise, and present maps using a variety of data, resources, and cartographic systems to promote deeper understanding, problem solving, and retention of complex ideas from a variety of subject areas.

## **Career Competencies & Transferable Skills**

1. Critical Thinking
  - a. Gather and analyze information from a diverse set of sources and individuals to fully understand a problem
  - b. Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes
  - c. Application of Bloom's Taxonomy in understanding, applying, analyzing, evaluating materials and data to synthesize, create, and design new levels of knowledge, thought, methods, and questions
2. Professionalism
  - a. Demonstrate dependability, integrity, and preparation
  - b. A high level of dedication and attention to detail toward your work
  - c. Goal setting
  - d. Plan, initiate, manage, complete, and evaluate projects
3. Teamwork
  - a. Listen carefully to others, taking time to understand and ask appropriate questions without interrupting
  - b. Be accountable for individual and team responsibilities and deliverables
  - c. Collaborate with others to achieve common goals

<https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf>

## **Career Disciplinary Skills**

1. Geographical Information Systems (GIS)
  - a. Understand the design, data sources, preparation, and impact of GIS data and GIS systems
2. Data Gathering, Presentation, and Management
  - a. Observing, receiving, and otherwise obtaining information from all relevant sources
  - b. Review data for currency, accuracy, usefulness, quality, manipulation, and completeness
  - c. Use spatial and non-spatial data to address problems, research, and questions
3. Map Creation / Cartography
  - a. Basic map preparation using data, records, reports, photographs, surveys, and original maps
  - b. Observing, receiving, and otherwise obtaining information from all relevant sources

<https://www.onetonline.org/> Occupation keyword search: **Geography**

## **Course Structure**

This course is structured to be academically rigorous and requires your engagement with the material and peers to achieve learning outcomes. As such, you are expected to complete readings and activities as

assigned prior to each class. Also, you are expected to contribute to the classroom community by coming to class prepared, respectfully engaging with your peers, coaches, and instructor, and participating in class activities, and being self-reflective. You will be engaged in numerous group and individual projects in-class as well as outside the classroom.

### Required Materials

1. A graph paper composition note book which will be handed out in class.
2. Access to BBLearn on a daily basis
3. There will be supplemental resources handed out in class

### Assessment of Student Learning Outcomes

Your final grade will be based on class participation, in-class and out-of-class assignments, quizzes, a final presentation. The grade sheet is made available to students via BBLearn and any errors or changes should be reported to the instructor for consideration. Students have the burden of proof in cases where the grade sheet is believed to be an error. When the student determines a grade is inaccurate, the student is responsible for supplying appropriate documentation of the discrepancy. It is in the student's best interest to keep all graded work until final grades have been recorded in LOUIE. When material is submitted in BBLearn 1) double check to make sure the submission was completed and 2) keep a copy of the material on a reliable storage format.

#### GRADE DISTRIBUTION

- A = 90% and above
- B = 80% to 89.99%
- C = 70% to 79.99%
- D = 60% to 69.99%
- F = 59.99% and below

### Grading Categories

This course uses a point grading system. Points are assigned to graded coursework as follows:

	<u>Points per Unit</u>	<u>Total Points Available</u>
Attendance & In-Class Assignments (15 weeks)	30 points each week	450.00
Mini Presentation and Critique (2 Minis)	75 points each	150.00
Quizzes on BBLearn (10 Quizes)	15 points each	150.00
Final Exam	100 points	100.00
Final Project & Presentation	150 points	150.00

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**1000.00 Total Points**

### Course Policies

1. **Attendance is a critical part of your grade.** During class, there will be opportunities to participate in activities that are factored into the course grade. In addition, homework will be performed, evaluated and at times collected during class. As per the Student Handbook, only Institutional Excuses will be considered as "excused."
2. **Communication is expected.** You should anticipate problems and contact the instructor prior to or during a problem occurring. Learning to self-advocate is essential to personal and academic success.
3. **Academic dishonesty will not be tolerated.** The instructor will adhere to the University policy in all cases. You are encouraged to read and understand the University policy.

4. **Assignments are to be turned in the date the work is due.** Assignments are due at the start of each class. Late assignments will be accepted up to 72 hours after the due date with a two (2) letter grade deduction. Weekly quizzes cannot be taken after their due date for full credit. No assignments will be accepted after the last day of the course.
5. **Make-up tests are not available for this course.**
6. **The quality of work is expected to reflect the student's best attempt.** Written work is expected to be free of mechanical errors and revised. Your name, the date, and assignment name must be on the assignment. All readings must be completed before class.
7. **Electronics MUST be turned off PRIOR to class beginning.** Electronics should not be used unless directed by the instructor and should remain put away. Students receiving or making calls, or engaging in text messaging will lose points for participation. The instructor must be notified of any expected emergency calls prior to the start of that day's class.
8. **Refrain from wearing perfume, cologne, and other fragrances to class to maintain a classroom environment conducive to everyone's comfort.** Small classrooms on warm days can create uncomfortable conditions for those with environmental sensitivities and therefore this policy is enforced.
9. **There are opportunities for extra credit.** These will be announced throughout the class.

## Course Assignment Descriptions

### Attendance, Worksheets & In-Class Participation

#### **Career Competency: Professionalism**

Engaging in class activities, discussions, and reflective assignments is part of receiving full attendance and participation credit each day. If the instructor requests for students to bring particular materials such as worksheets and/or resources to class to facilitate discussions or activities, students are expected to bring such materials to receive full attendance and participation points. Attending & staying for the full class duration: full points. Late or leave early: half points. Absent 0 points

### Quizzes on BBLearn Posted Materials

#### **Career Competency: Critical Thinking**

There will be a weekly short quiz on BBLearn to be completed in preparation for in class presentations and assignments. The short quizzes will be based on Videos, Articles and/or Podcasts posted on the class BBLearn page.

### Mini Presentations and Critique

#### **Career Competency: Critical Thinking & Teamwork**

2 Mini presentation and critiques will take place in the classroom. The presentation will be on aspects of your final project including (but not limited to) draft maps, application of class themes, research on your subject and use of class skills. The presentation will be to small groups of fellow classmates (4 to 5 persons per group) who will critique your presentation and offer feedback, ideas, helpful information and other possible directions or resources to help improve your final project. Each presentation group will randomly be determined on that class day thus groups will not be comprised of the same people from the first to second presentation.

### Final Exam

#### **Career Competency: Critical Thinking**

There is a final exam on the material in this class. The final exam questions will be drawn from a test bank of questions from the BBLearn quizzes.

**Final Project: The Power of Your Map**  
**Career Competency: Critical Thinking**

The project will use the materials presented in this class as well your personal goals and interests to produce a presentable map that addresses an area of your interest. The presentation will comprise of 1) A final draft map on a subject of your interest or goals; 2) Addresses one, two or all of the class themes, issues and problems in Truth, Lie or Legend of a map; 3) Shows clear research and investigation on the subject; and 4) Shows effective use of the skills of critical thinking, analogies, empathy, and spatial thinking. Further detailed information on the project will be presented in class.



## Course Schedule

Week/Day	Due	Topics
Week 1 / Day 1		Why, What, How & About Maps: Truths, Lies & Legends
Week 1 / Day 2		Resources, Maps Types & Syllabus
Week 2 / Day 1		Purpose, Elements, Design & Projections
Week 2 / Day 2	Quiz #1 on Video & Reading 1/26 @11:59p	History of Cartography and Cartographic History
Week 3 / Day 1		Producers, Production & Users
Week 3 / Day 2	Quiz #2 on Video & Reading 2/2 @11:59p	Maps as Art, Accessibility of Maps
Week 4 / Day 1		Application of Art in Cartography and 2D Design
Week 4 / Day 2	Quiz #3 on Video & Reading 2/9 @11:59p	Power of Maps, Data & Information
Week 5 / Day 1		Borders, Boundaries and National Symbols
Week 5 / Day 2	Quiz #4 on Video & Reading 2/16 @11:59p	USGS, GIS and Astro Cartography
Week 6 / Day 1		Conveying Information through Maps: Risk, Hazards, NIMBY, ...
Week 6 / Day 2	Quiz #5 on Video & Reading 2/23 @11:59p	Conveying Information through Maps: Sports, Population, Landscape, ...
Week 7 / Day 1		Mapping Change: History & Archeology
Week 7 / Day 2	Mini-Presentation and Critique #1	
Week 8 / Day 1		Mapping Change: Ecology & Environment
Week 8 / Day 2	Quiz #6 on Video & Reading 3/8 @11:59p	Maps and the Law
Week 9 / Day 1		The Map that Lies: 3D worlds, Errors & Blunders & Bias

Week 9 / Day 2	Quiz #7 on Video & Reading 3/15 @11:59p	Propaganda, Disinformation & Advertising
<b>Spring Break</b>	March 16 - 20	
Week 10 / Day 1		Lines on the map vs Lines in the sand, Flat Earth vs Round Earth & Redlining/Greenlining
Week 10 / Day 2	Quiz #8 on Video & Reading 3/29 @11:59p	No Class
Week 11 / Day 1		Fantasy Cartography: Concept, Process, & Production
Week 11 / Day 2	Quiz #9 on Video & Reading 4/5 @11:59p	Maps of Literature, Movies and Legendary Places
Week 12 / Day 1		Maps of Fantasy and Gaming
Week 12 / Day 2	Quiz #10 on Video & Reading 4/12 @11:59p	Maps of TV, Streaming, Animation & Comics
Week 13 / Day 1	Mini-Presentation and Critique #2	
Week 13 / Day 2		Final Project Critique & Evaluation
Week 14 / Day 1	Final Project due April 21 @11:59p	Is it truth, lies or something in between?
Week 14 / Day 2		Ground Truthing – Reality vs The Map
Week 15 / Day 1		Final Project Presentations
Week 15 / Day 2		Final Project Presentations
Week 16 Exam Week	Final – BBLearn, due May 7 @11:59pm	

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### **NAU130 Information**

#### ABOUT YOUR INSTRUCTOR

John Gartin has been trained to teach NAU130 and is supervised by the Director of First Year Experience (FYE). Your instructor will hold regular office hours during the week and is available to address your questions and/or concerns about the class. He holds a Master of Art in Geography and is considered classified, full-time faculty.

### **Policy Statements for Course Syllabi**

#### ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full academic integrity policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

#### COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

#### DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the



educational process in a manner that does not breach the peace, interfere with normal class activities, or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of “W”. For additional information, see NAU’s disruptive behavior policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

### **NONDISCRIMINATION AND ANTI-HARASSMENT**

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or via the EAO website at <https://nau.edu/equity-and-access>.

### **TITLE IX**

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY: 928-523-1006), by fax at 928-523-9977, or by email at [pamela.heinonen@nau.edu](mailto:pamela.heinonen@nau.edu). In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or

sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <http://nau.edu/equity-and-access/title-ix>.

### **ACCESSIBILITY**

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

### **RESPONSIBLE CONDUCT OF RESEARCH**

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

### **SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves



engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Updated 8/20/2018

Updated 3/29/17

Approved UGC – 2/12/14

Approved UCC – 1/28/14