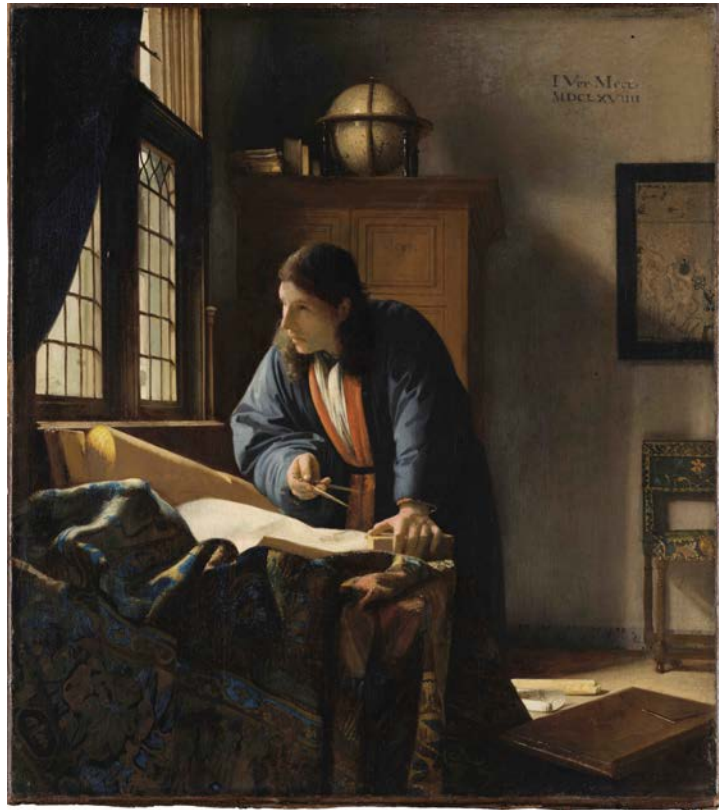


**HIST 641 | Imperial Cartographies**  
Fall 2024 | Tuesday 3-5:50pm | Schleman 317



Johannes Vermeer. *The Geographer*. 1669.

*What do you see in the image? What do you find particularly interesting? What questions do you have? What kind of story do you think it can tell?*

**Instructor Information**

Instructor: Professor Huiying Chen  
Office hours: Thursdays 1:30pm – 2:30pm and by appointment  
Office: BRNG 6158  
Email: [chenhy@purdue.edu](mailto:chenhy@purdue.edu)

**Content**

Whether in the context of New Spain, Eastern Europe, British India, Siam, China, or various parts of Africa, imperial cartography has been essential in shaping the ways we think about space, place, and global relationships. Imperial cartographies have not only helped to produce the power relationships that have shaped our world but have been produced through these very power relations. While the idiom for imperial cartography has become

the modern scaled scientific map this form of mapping is almost always informed by indigenous forms of knowledge at the local level.

Designed to familiarize graduate students in history with the literature on imperial cartographies, this course introduces both the theoretical literature and to a range of studies on imperial cartographies in various parts of the world. Our focus is primarily on the early modern period but reaches into the nineteenth and early twentieth centuries.

### **Academic Integrity**

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace under University Policies.

**“AI/Chat bot” policy:** Students who use AI-generated writing for any portion of their written assignments will be deemed in violation of the academic integrity expectations for this course. Violations can include a failing grade for the course and restrictions from further class attendance. All suspected incidents of academic dishonesty will also be referred to the Office of Student Rights and Responsibilities for further review of the student's status with the University, which may include being separated from the University.

### **Avoiding Plagiarism**

Plagiarism is a special kind of academic dishonesty in which one person steals another person's ideas or words and falsely presents them as the plagiarist's own product. This is most likely to occur in the following ways: (1) using the exact language of someone else without the use of quotation marks and without giving proper credit to the author; (2) presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one's own words, without giving appropriate acknowledgment; (3) submitting a document written by someone else but representing it as one's own. The university policies about plagiarism include penalties ranging from failure of an assignment to expulsion from the university. In this class, anyone who plagiarizes fails the course. For more information, you may check [Best Practices to Avoid Plagiarism](#).

### **Nondiscrimination Statement**

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of

ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies.

### **Mental Health/Wellness Statement**

**If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#).** Sign in and find information and tools at your fingertips, available to you at any time.

**If you need support and information about options and resources,** please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

**If you find yourself struggling to find a healthy balance between academics, social life, stress, etc.,** sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect.

**If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students.** If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours. The [CAPS website](#) also offers resources specific to situations such as COVID-19.

### **Basic Needs Security**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it relates to COVID-19, students may submit requests for emergency assistance from the [Critical Need Fund](#).

### **Emergency Preparation**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

### **Assignments:**

**Attendance and participation: 20%**

Attendance at all class meetings is mandatory. This course follows the [University Academic Regulations regarding class attendance](#). Active participation is crucial, and it is not about speaking the loudest, or about speaking the most. You also participate by actively listening to your classmates, by engaging in in-class activities, and by amplifying the voice of others in the room. In order to participate fully you will need to:

- Come to class meetings.
- Come to class having completed the readings for that class meeting.
- Come to class having thought about the material, made notes of what interested or perplexed you, and be ready to think about it with your instructor and classmates. If you are concerned about being able to fully participate in this course, make an office hour appointment and we can talk about it.

For cases that fall under excused absence regulations, you or your representative should contact or go to the [Office of the Dean of Students \(ODOS\) website](#) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent medical care. The processes are detailed, so plan ahead.

**Weekly Thinkpieces: 2% X 15 = 30%**

Each week you need to submit a short (1-2 page, type written) response to the readings or other similar assignment (see below). Each Thinkiece is due midnight Monday of that week, before our class on Tuesday. More guidance about Thinkpieces will be discussed in class and posted on Brightspace.

**Lead one class discussion: 10%**

You will be responsible to lead one class discussion. Share with the class about major theme and the specific author(s)' writing we are reading. context, content, significance, legacy and/or anything interesting about the text you can find. Prepare a list of discussion questions, which shall be emailed to the class on the day before. More guidance will be discussed in class and posted on Brightspace.

**Final paper: 30% + 5% + 5% = 40%**

For the final project, choose one of the two options below, and write a 20-page paper (Font 12, double space). you may build on the annotated bibliography, or any Thinkpieces you have written earlier. Option 1), you may choose to write a historiographic essay focusing on a theme of your interest. Make sure to specify the geographic and temporal area of your focus, and tease out major debates, significant contributions, potential problems or gaps of knowledge. You may include books and articles we have read, up to 30%. Option 2), you may choose to write a research paper about a historical map of your choice. For both options, you would need to confirm with me your chosen topic before the end of Week 13. In Week 16, you would present your research in class (5%), provide peer review for a partner's draft paper (5%), and submit the final paper by the end of that week (30%). More guidance will be discussed in class and posted on Brightspace.

### **Late Policy**

All assignments are due on the scheduled day and time. No late work would be accepted without advance notification accompanied by proper documentation (doctor's note, advisor's email, etc.). Any delayed submission without prior arrangement with me would not be graded.

### **Course Materials**

#### **Books**

(For other readings, see weekly assignments section of the syllabus.)

Harley, J.B. *The New Nature of Maps: Essays in the History of Cartography*, Paul Laxton, ed. Baltimore: The Johns Hopkins University Press, 2001.

Kivelson, Valerie. *Cartographies of Tsardom: The Land and Its Meanings in Seventeenth-Century Russia*. Ithaca: Cornell University Press, 2006.

Mundy, Barbara E. *The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geograficas*. Chicago: University of Chicago Press, 1996.

Thongchai Winichakul. *Siam Mapped: A History of the Geo-Body of a Nation*. Honolulu: University of Hawai'i Press, 1994.

Ramaswamy, Sumathi. *The Goddess and the Nation: Mapping Mother India*. Durham, NC: Duke University Press, 2010.

#### **Available on the Web:**

Edney, Matthew H. "Recent Trends in the History of Cartography: A Selective, Annotated Bibliography to the English-Language Literature." Persistent URL for citation:

<http://purl.oclc.org/coordinates/b6.htm>.

### **Weekly Schedule**

(subject to change, always refer to Brightspace for updates)

#### **Week 1                      Introduction and Team Expedition**

No preparation needed.

**Thinkpiece 1:** Produce a hand drawn map and write up your experience along the Team Expedition (1- 2 pages). You may choose any style, genre, format, perspective to drawn and write. Bring your map and writing to our next class.

## **Week 2                      Ways of Seeing**

Akerman, James. "Introduction," *The Imperial Map*. University of Chicago Press, 2009, pp. 1-9.

Edney, Matthew. "The Irony of Imperial Mapping" in *The Imperial Map*. University of Chicago Press, 2009. Chapter One.

Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New edition. Yale University Press, 1999. Introduction, Chapters 1, 2 & 9.

**Thinkpiece 2:** What is the basic argument or premise of the reading? Choose either Scott or Edney to write on, or explore how the readings intersect.

## **Week 3                      The Concept of Place**

Yi-Fu Tuan, "Place: An Experiential Perspective," *Geographical Review* 65.2 (1975), 151-165.

Doreen Massey, "A Global Sense of Place" in *Space, Place and Gender* (University of Minnesota Press, 1994).

Ruth Wilson Gilmore, "Fatal Couplings of Power and Difference: Notes on Racism and Geography" in Ruth Wilson Gilmore, Brenna Bhandra and Alberto Toscano, *Abolition Geography* (Verso, 2022).

Tim Cresswell, "Introduction: Defining Place," in *Place: An Introduction* (Wiley, 2014).

**Thinkpiece 3:** A two-page description of a place. What makes your place a place?

## **Week 4                      The Concept of Space and Reading Maps**

Mark Monmonier, *How to Lie with Maps* (Chicago: University of Chicago Press, 2018). Chapter 2, "Elements of the Map," and Chapter 3, "Map Generalization: Little White Lies and Lots of Them"

Harley, J.B. *The New Nature of Maps:*  
Chapter One: "Text and Contexts in the Interpretation of Early Maps" (33-49).  
Chapter Two: "Maps, Knowledge, and Power" (51-81).

Chapter Five: “Deconstructing the Map” (150-168).

**Thinkpiece 4:** Explore the online map collections, find a map of your interest, and write a two-page analysis of a historical map.

- o [David Rumsey Map Collection](#)
- o [Old Maps Online](#)
- o [Library of Congress Geography and Maps: An Illustrated Guide](#)
- o [Historic Pittsburgh Maps Collection](#) and [Pittsburgh Historic Maps](#)

\* Preparing for your Annotated Bibliography, you may start working on compiling a bibliography of cartographic history for your region and time period. Be sure to have a look at the relevant volume of the *History of Cartography* (ed. Harley and Woodward, U of Chicago Press) for your period and geographic region of interest.

## **Week 5                      Literature and Mapping**

Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation*. Second edition. NY: Routledge, 2008. Chapters 1 & 2.

Padron, Ricardo. *The Spacious Word: Cartography, Literature, and Empire in Early Modern Spain*. Chicago: University of Chicago Press, 2004. Introduction, and chapters 1, 2 & 3.

**Thinkpiece 5:** Follow up a footnote of your choice. In one to two pages explain how the content of the work cited relates to the article or book in question. What drew you to this note? How might the source influence your own thinking?

## **Week 6                      Early Imperial Cartography of the Americas**

Harley, J. Brian. “Rereading the Maps of the Columbian Encounter,” *Annals of the Association of American Geographers*, 82.3 (Sept 1992): 522-536. See also the Addendum (posted separately).

Mundy, Barbara E. *The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geograficas*. Chicago: University of Chicago Press, 1996.

**Thinkpiece 6:** In what ways does Mundy pick up and run with Harley proposes in “Rereading?” Or, track down several reviews of Mundy and, based both on your reading and on the review, articulate in one or two pages Mundy’s main achievement in *The Mapping of New Spain*.

**Week 7**                      **Early Modern Mapping**

Harley, *The New Nature of Maps*, Chapter 3, “Silences and Secrecy: The Hidden Agenda of Mapping in Early Modern Europe” (83-107).

Turnbull, David. “Cartography and Science in Early Modern Europe: Mapping the Construction of Knowledge Spaces. *Imago Mundi* 48 (1996): 5-24

Brown, Lloyd A. *The Story of Maps* (NY: Dover Publications, 1977). Chapter 8 “The Longitude.”

Hostetler, Laura. *Qing Colonial Enterprise: Ethnography and Cartography in Early Modern China*. University of Chicago Press, 2001 (Introduction & Chapter 2).

**Thinkpiece 7:** tbd

**Week 8**                      **Fall break, no class.**

**Thinkpiece 8:** tbd

**Week 9**                      **Non-Western Cartographies: China**

Yee, Cordell. “A Cartography of Introspection: Chinese Maps as Other than European,” *Asian Art* Fall 1992: 28-47.

Pegg, Richard. *Cartographic Traditions in East Asian Maps*. Honolulu: University of Hawai'i Press, 2014. Pp 18-27 “The Realm.”

Teng, Emma Jinhua. *Taiwan's Imagined Geography: Chinese Colonial Travel Writing and Pictures, 1683-1895*. Cambridge, MA: Harvard University Asia Center, 2004. Interlude 1, Chapters 1, 3, Interlude 2, chapter 9, Conclusion, and Epilogue.

Yee, Cordell. “Traditional Chinese Cartography and the Myth of Westernization,” in *The History of Cartography*, vol. 2, book 2 (170-202).

**Thinkpiece 9:** Does imperial mapping inevitably mean “seeing like a state?” What does “seeing like a state,” or an empire, mean in this context?

**Week 10**                      **Imperial Mapping of Africa**



Bassett, Thomas J., "From the Best Authorities: The Mountains of Kong in the Cartography of West Africa," *Journal of African History* 32.3 (1991): 367-413.

Bassett, Thomas J., "Cartography and Empire Building in Nineteenth Century West Africa" *Geographical Review* 84.3 (July 1994): 316-335.

Atkinson, David. "Geopolitics, cartography and geographical knowledge: envisioning Africa from Fascist Italy," in Morag Bell et al eds. *Geography and Imperialism, 1820-1940*. Manchester University Press, 1995 (265-297).

**Thinkpiece 10: tbd**

## **Week 11                      Science and Cartography**

Gieryn, Thomas F. *Cultural Boundaries of Science: Credibility on the Line*. Chicago: University of Chicago Press, 1999. Preface and Chapter One: "Contesting Credibility Cartographically," pp. vii-xiv, 1-35.

Raj, Kapil. *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900*. NY: Palgrave MacMillan, 2007. Introduction, pp. 1-26; and Chapter 2, pp. 60-94.

Hostetler, Laura. "Contending Cartographic Claims? The Qing Empire in Manchu, Chinese, and European Maps." In *The Imperial Map*, ed. James Akerman. Chapter Three.

**Thinkpiece 11:** How do the readings from this week affect the way that you think about the maps you have been looking at for the region of the world you study? What kinds of questions does the reading raise for you?

## **Week 12                      Mapping Peoples**

Bell, Leonard. "Artists and Empire: Victorian Representations of Subject People," *Art History* 5.1 (1982): 73-86.

Harley, J.B. *New Nature of Maps*, Chapter Six: "New England Cartography and the Native Americans" (169-195).

Teng, Emma. *Taiwan's Imagined Geography: Chinese Colonial Travel Writing and Pictures 1683-1895*. Chapter Five: "The Raw and the Cooked: Classifying Taiwan's Land and Natives."

Etherington, Norman, ed. *Mapping Colonial Conquest: Australia and Southern Africa*. Crawley: University of Western Australia Press, 2007. Chapter 4: "Putting Tribes on Maps."

**Thinkpiece 12:** If people generally disappear from the map over the course of the early modern period, how are peoples nonetheless mapped?

**Week 13                      Maps and Nation -- 1**

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 2006. Introduction, and "maps" portion of Chapter 10 "Census, Map, Museum" (1-7; 170-178).

Thongchai Winichakul. *Siam Mapped: A History of the Geo-Body of a Nation*. Honolulu: University of Hawai'i Press, 1994.

**Thinkpiece 13:** Based on this week's readings, please focus on the question of how/whether national maps differ from imperial maps.

**Week 14                      Maps and Nation – 2, and Concluding Discussion**

Ramaswamy, Sumathi. *The Goddess and the Nation: Mapping Mother India*. Durham: Duke University Press, 2010.

Harley, J.B. *The New Nature of Maps*. Chapter Seven "Can There Be a Cartographic Ethics?" (197-297).

**Thinkpiece 14:** In Ramaswamy's work on the mapping of the nation of India we see the emergence, or return, of the use of metaphor in preference to scientific mapping. How do we understand this phenomenon?

**Week 15                      No class.**

**Thinkpiece 15:** tbd

**Week 16                      Final paper presentations and peer review in class.**

**\* Final paper due midnight Sunday of Week 16.**