

Geography 5152: History and Theory of Geography

Fall 2009 • Tuesdays, 4-7p • Guggenheim 201E

Professor Joe Bryan

Office Hours: Wednesdays, 12-2, or by appointment • Guggenheim 309

*Geographers don't study **where** is Nebraska. We study **why** is Nebraska.*

-- Ruthie Gilmore

Course overview

This seminar is designed to introduce you to the academic discipline of geography through a survey of the theories, methods, and debates that shape the discipline. This approach will help you place the field geography in historical context in relationship to the development of other academic fields. It will also expose you to a range of ways that geography is used outside of the discipline. Though the course will cover a broad range of themes in geography, it is not a definitive statement on what geography *is*. Rather it is designed to give you an idea of what you can *do* with geography, developing your ability to address *why* geography is relevant as both a field and to your individual program of research. Whatever else geography may be, both individually and as a group you all are in a unique position to forge your own approach.

Goals

The goals of the course are thus as follows:

- 1) Introduce you to themes and approaches to geographical research,
- 2) Develop your ability to communicate your research to other geographers, regardless of their training,
- 3) Develop professional skills relevant to your career as a scholar, and
- 4) Develop a sense of collegiality among your cohort.

There are a number of ground rules for participation in this course:

1. Please turn off all cell phones before entering class.
2. No laptops are allowed in class. Please bring hard copies of reading materials.
3. You may disagree or even take offense to points of view expressed in readings, films, class discussions, and other course materials. Whatever your reaction, you need to remember that those perspectives are being expressed by thoughtful people like yourself and need to be engaged with respectfully.
4. You must show up on time for class meetings and stay until the end of

- class.
5. Any exceptions to the rules must be cleared with me *IN ADVANCE*.

Assignments

- 1) **Attend all department colloquia** for the semester. Each week, we will devote a portion of our session to discussion of the previous week's talk.
- 2) **Lead a session during weeks 6-10.** Sign up to lead a session during the first class meeting. Three to four people will be in charge of leading each session. As a session co-leader, you will be expected to do the following:
 - a. As a group, pick up to four readings that you think are foundational to your research interests *and* to the field of geography. Write a short annotated entry for each article, briefly summarizing the main argument, describing the methods used, and explaining its significance to the topic of that week's class. From those four readings, pick one to two sources to assign for the following week's class. Please submit all readings and annotated entries to me **one week** prior to the session that you will lead. I will distribute them to the class and post your annotated list to the class website.
 - b. With your team leaders, plan our class for that day. You should prepare a short presentation that introduces the texts, identifies key themes and topics, and explains their relevance to your area of interest *and* to the field of geography. As a team you should also identify questions or topics for class discussion.
- 3) **Write a "progress report"** for your particular area of interest. This report should review recent literature on your topic, identifying key debates, themes, and questions. I highly recommend that you consult the "progress reports" that regularly appear in *Progress in Human Geography* and, to a lesser extent, *Progress in Physical Geography* as models for your assignment. **Due November 20 at 12pm in my office.**
- 4) **Revise your statement of research interest** that you submitted with your application to the department. This revised version should re-state your research interests, and situate them within the broader field of geography. It should include a bibliography. **Due December 11 at 12pm in my office.**

Required Text:

- Noel Castree, Alisdair Rogers, and Douglas Sherman, eds. *Questioning Geography: Fundamental Debates*. Blackwell: Malden, MA. 2005.

Also Recommended:

- D. Livingstone. *The Geographical Tradition*. Blackwell: Malden, MA. 1994.
- R. J. Johnston. *Geography and Geographers: Anglo-American Human Geography since 1945*. Wiley: New York. 1997.
- D. Gregory, R.J. Johnston, G. Pratt, M. Watts, S. Whatmore, eds. *The Dictionary of Human Geography, 5th Edition*. Blackwell. 2009.
- R.H. Haines-Young and J.R. Petch. *Physical Geography: its nature and methods*. London: Harper & Row. 1986. See Tom Veblen if you are interested in reviewing this work.
- R. B. McMaster and E. L. Usery, eds. *A research agenda for geographic information science*. Boca Raton, FL: CRC Press. 2005.

All remaining readings will be posted to the class website. Readings are subject to change throughout the semester. The on-line course schedule will have the most up-to-date list.

CU Boulder campus policies and procedures

Accommodations for students with disabilities

If you qualify for accommodations because of a disability, please submit to the professor letter from Disability Services as soon as possible, and definitely by September 29 (the fifth class meeting) so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. (303-492-8671, Willard 322, <http://www.colorado.edu/disabilityservices>)

Religious observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Students who have serious religious obligations which conflict with assignments or required attendance must notify the professor as soon as possible, and definitely no later than the third class meeting (September 15). If this is the case, the student and professor will meet and work out a mutually satisfactory agreement for the particular situation. CU's campus policy is available in full at http://www.colorado.edu/policies/fac_relig.html

Classroom behavior policy

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Policy on discrimination and harassment:

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication,

lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Plagiarism

According to the university: "Plagiarism is defined as the use of another's ideas or words without appropriate acknowledgment. Examples of plagiarism include: failing to use quotation marks when directly quoting from a source; failing to document distinctive ideas from a source; fabricating or inventing sources; and copying information from computer-based sources, i.e., the Internet." Please note that copying from another student's work counts as plagiarism! If you are plagiarize, you will be reported to the Honor Code Council.

Course schedule

I. The Discipline

1. August 25: Intros

- i. Carl O. Sauer, "[The Education of a Geographer.](#)" Reprinted from *The Annals of the Association of American Geographers*, Vol. 46 (1956): 287-99.
- ii. Peter Kropotkin, "[What geography ought to be.](#)" 1885.
- iii. AAG, [Statement of Professional Ethics.](#)

2. September 1: Approaches to the history of geography

- i. *Questioning Geography*, pp. 1-54
- ii. David Livingstone. 1992. "Should the history of geography be x-rated? telling geography's story." In *The Geographical Tradition*. Malden, MA: Blackwell. pp. 1-31.
- iii. Mona Domosh. "Towards a feminist historiography of geography." *Transactions of the British Institute of Geographers*. 16 (1991): 95-104
- iv. David Harvey, "On the History and Present Condition of Geography: An Historical Materialist Manifesto," *Professional Geographer*, Vol. 36, No. 1 (February 1984): 1-11.
- v. Laura Pulido, "Reflections on a white discipline." *The Professional Geographer* 54(1): 42-49.

II. Making Geography Scientific

3. September 8: Enlightenment traditions

- i. Alexander von Humboldt
 1. The Humboldt digital library. <http://dublin.rz.fh-offenburg.de/index.php?page=136>
 2. Intro to *The Cosmos*, pp. 1-9 (1858).
 3. Humboldt's plant geography (online, interactive version). <http://avhumboldt.net/index.php?page=149>
- ii. Friedrich Ratzel. 1996 (1896). "The Territorial Growth of States." In J. Agnew, et al., eds. *Human Geography: an essential anthology*. Malden, MA: Blackwell. Pp. 525-535.

- iii. Ellen Churchill Semple, [Influence of Geographic Environment on the Basis of Ratzel's System of Anthropogeography](#). New York: Russell and Russell, 1911.
 - iv. David R. Stoddart, "[Darwin's Impact on Geography](#)," *Annals of the Association of American Geographers*, Vol. 56 (Dec., 1966): 683-698.
 - v. Stuart Elden. 2008. Reassessing Kant's geography. *Journal of Historical Geography* 35 (2009): 3-25.
4. September 15 – Modernizing Geography
- i. QG, pp. 55-95
 - ii. Halford Mackinder. 1996 (1904). "The Geographical Pivot of History." In J. Agnew, et al., eds. *Human Geography: an essential anthology*. Malden, MA: Blackwell. Pp. 536-551.
 - iii. Richard Hartshorne. [What Kind of a Science is Geography?](#) *The Nature of Geography*. Lancaster, PA: AAG. 1939.
5. September 22: Critical reflections – Working with Uncertainty
- i. QG, pp. 96-114
 - ii. Michel Foucault, "[What is Enlightenment?](#)" In Rabinow, P. ed. *The Foucault Reader*. New York: Pantheon Books, 1984, pp. 32-50.
 - iii. Jorge Luis Borges, [On exactitude in science](#). 1946.
 - iv. Donna Haraway. "Situated Knowledges: The science question in feminism and the privilege of partial perspective." *Feminist Studies*, 1988, 4(3): 575-599.
 - v. Bruno Latour. 1999. "Circulating Reference ." In *Pandora's hope: essays on the reality of science studies*. Cambridge, MA: Harvard University Press. Pp. 24-79 (Chapter 2).

III. Key Debates

6. September 29: Human/environment interactions I
- i. QG, part 3: 115-150
 - ii. Ron Johnston. 2005. "Geography (and geographers) and earth system science. *Geoforum*, 37:7-11.
 - iii. A.J. Pitman. 2005. "On the role of Geography in Earth System Science." *Geoforum*, 36: 137-148.
 - iv. student selections
7. October 6: Human/environment interactions II
- i. Raymond Williams, "Nature." In *Keywords: a vocabulary of culture and society, revised edition*. New York: Oxford University Press, 1983, pp. 219-224.

- ii. Clarence Glacken. *Traces on the Rhodian Shore*. Preface, pp. vii-xii, 1967. Excerpted in Agnew, J. et al., eds. *Human Geography: an essential anthology*. Malden, MA: Blackwell. Pp. 246-251.
 - iii. Watts, M. "Nature:Culture," In Cloke and Johnston, eds. *Spaces of geographical thought*. London: Sage, 2005, pp. 142-174.
 - iv. Student Selections
 - 8. October 13: Place in all its senses
 - i. QG, 167-185, 226-240
 - ii. Yi-Fu Tuan. "Space and place: a humanistic perspective" (1974). In Agnew, J. et al., eds. *Human Geography: an essential anthology*. Malden, MA: Blackwell, 1996, pp. 444-457.
 - iii. Antonio Gramsci, *Selections from the Prison Notebooks*. New York: International Publishers, 1971, p. 441-2.
 - iv. Doreen Massey. "Politics and Space/Time." *New Left Review*, 1992, no. 196, pp. 65-84.
 - v. Edward Said. *Orientalism*, 25th Anniversary Edition. New York: Vintage Books. Pp. 1-9, 49-73.
 - vi. Student selections
 - 9. October 20: Cartography/GIS
 - i. QG: 189-205
 - ii. Mei-Po Kwan. 2002. "Feminist visualization: re-envisioning GIS method in feminist geography." *Annals of the Association of American Geographers*, 92(4): 645-661.
 - iii. Crampton, J. and J. Krygier. 2006. "An Introduction to Critical Cartography." *ACME*, 4(1): 11-33.
 - iv. Student selections
 - 10. October 27: Quantitative approaches
 - i. QG 206-225, 241-257
 - ii. John Snow. 1855. *On the mode of communication of cholera*. Review [Part I](#) and related [map](#).
 - iii. Student selections
- IV. The uses and abuses of geography
- 11. November 3: Climate Change
 - i. QG 277-293
 - ii. D. Demeritt. 2001. "The construction of global warming and the politics of science." *Annals of the Association of American Geographers*, 91(2): 307-337.

- iii. S. Schneider. 2001. "A constructive deconstruction of constructionists: a response to Demeritt." *Annals of the Association of American Geographers*, 91(2): 338-344.
- iv. D. Demeritt. 2001. "Science and the understanding of science." *Annals of the Association of American Geographers*, 91(2): 345-348.
- v. Gita Leidler, "Inuit and scientific perspectives on the relationship between sea ice and climate change: the ideal complement?" *Climactic Change* 78(2-4); pp. 1573-1480

12. November 10: Geography and Empire

- i. QG: 294-307
- ii. Trevor J. Barnes. 2008. "Geography's underworld: the military-industrial complex, mathematical modelling and the quantitative revolution," *Geoforum* 39: 3-16.
- iii. T. Gillespie, et al. 2009. "Finding Osama bin Laden: an application of biogeographic theories and satellite imagery." California Center for Population Research, University of California, Los Angeles.
- iv. John O'Laughlin. 2005. "The war on terrorism, academic publication norms, and replication." *The Professional Geographer*, 57(4): 588-591.
- v. Robert Kaplan. "The Revenge of Geography." *Foreign Policy*, May/June 2009.

13. November 17: Development

- i. Neil Smith. 2008 (1984). *Uneven Development*, 3rd. Edition. Athens, GA: University of Georgia Press.
- ii. James Ferguson and Larry Lohman. 1997 (1994). "Development and Bureaucratic Power in Lesotho." In Rahnema, M. and V. Bawtree, eds. *The Post-Development Reader*. London: Zed Press. Pp. 223-233.
- iii. Jeffrey Sachs, et al. 2001. "The Geography of Poverty and Wealth." *Scientific American* 284(3): 70-75

November 24 – no class (Fall Break)

14. December 1: Restoration/conservation

- i. William Cronon. 1996. "[The Trouble with Wilderness.](#)" In W. Cronon, ed. *Uncommon Ground: rethinking the human place in nature*. New York: W.W. Norton. Pp. 69-90.
- ii. Articles, TBA

15. December 8: the future of Geography?

- i. Nigel Thrift. 2002. "The future of Geography." *Geoforum* 33: 291-298.
- ii. Nicholas J. Clifford. 2002. "The future of Geography: why the whole is less than the sum of its parts." *Geoforum* 33: 431-436.
- iii. Ron Johnston. 2002. "Reflections on Nigel Thrift's optimism: political strategies to implement his vision." *Geoforum* 33: 421-425.
- iv. Billy Lee Turner. 2002. "Response to Thrift's 'the future of Geography.'" *Geoforum* 33: 427-429.