

**Geography 8100, Geographic Thought, Autumn 2021**

Wednesdays, 2:15-5:00, (2:15-3:30; break, 3:30- 3:40; 3:40-5:00), 1116 Derby

Instructor: Nancy Ettlinger, 1144 Derby Hall, 614-292-2573 (office), [ettlinger.1@osu.edu](mailto:ettlinger.1@osu.edu)

pronouns: she, her, hers

**Office hours:** due to wide-ranging schedules among students, it makes sense to schedule office hours *by appointment* rather than fix office hours to a particular time when many students can't make it. To set up an appointment, please let me know at the start or end of class, by email, office telephone, or stop by my office to chat or set up a time to chat.

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The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

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**COURSE DESCRIPTION and OBJECTIVES**

Geog 8100 is a graduate seminar for all incoming MA and PhD graduate students in Geography across the subdisciplines in the department. As a required course and therefore one of a number of 'anchors' in the graduate program, the course aims at helping students to think of themselves as part of an interdisciplinary research community, beyond pursuing a particular subject with an advisor and associated committee. This perspective will benefit students considerably as citizens of the department as well as in the future in job interviews with intellectually diverse audiences and in post-MA and PhD careers (academic or non-academic) as well-rounded professionals able view problems multidimensionally and interact on an interdisciplinary basis.

Fundamentally, the design of this course is *relational*. The overarching aims are to: (1) help students critically position their research interests in a particular field of study and the discipline more generally, and (2) develop an understanding of how questions raised in other subfields can complement one's research focus, generating a multidimensional grasp of problems. Students preparing for a class that deals with issues outside their field of specialization are encouraged to think about how they might make use of the concepts and issues under discussion (actually or hypothetically) as a way to: complement the research questions they currently are pursuing, design research in their field of study to incorporate questions and issues not usually engaged, or design a potentially interdisciplinary project in which they enlist colleagues from other specializations to pursue complementary questions.

The course is organized as a *history of types of questions* raised by geographers over time through the present to develop sensibilities regarding *why* particular questions are raised at particular points in time and to what the proponents of such questions critically react. The 'organization of questions' for the course is not meant to reflect a linear evolution with one set of questions or theoretical orientation replacing another because types of questions raised long ago remain important; rather, the objective is to grasp how each new set of questions presented in the discipline over time reflects a need to address issues

unattended by existing orientations, and consequently, the development of a continually expanding set of questions. The objective is to situate different types of questions in the literature, understand their relation and potential complementarities, as well as to identify and be conversant with major debates.

The general orientation is human geography, although the course includes a session each on physical geography (with guest lecture by Steven Quiring) and spatial & GIScience (with guest lecture by Darla Munroe). The objective for all students is to situate their research interests in their respective fields while considering complementarities with research fields they have not yet engaged in as much for human geographers who to date have emphasized a particular conceptual framework as for students in climate science and spatial & GIScience. Sessions outside one's specialty enable students to discuss issues with their peers in class and position students more generally to discuss issues with scholars in these fields, raise questions and actively participate in venues such as departmental colloquia, and crucially, consider complementary fields of inquiry either in their research program or hypothetically as part of a team of interdisciplinary researchers. Critically reflecting on potential research complementarities is likely to be a new type of creative thinking for students across all subfields. The plan is for class discussion to be open, friendly, provocative, productive, and respectful.

Students are welcome to invite students not enrolled in the course to attend classes that may interest them and to which they are welcome to contribute.

Following the introduction, the course begins with geographic concepts in human geography (space, place, and territory and the ways these concepts differ from 'location'; spatiality; and scale), and then moves to different fields of study, including: spatial and GIScience/critical GIS (guest); climatology (guest); Marxism; political ecology; postcolonialism and decolonialism; poststructuralism; feminism; intersectionality and queer theory; critical race theory and racial capitalism; and research viewed as a political process (i.e. *of* the political, not just *on* the political).

## **COURSE STRATEGY**

### **class and reading organization**

The course is taught from the vantage point that theory without consideration of how you can use it productively is difficult to grasp and easy to forget. One main pedagogical assumption underlying the design of this course is that learning the logic of a field of study requires thinking it through and exemplifying it – passive learning by lecture alone is insufficient. Further, collaborative work among students in small groups can be constructive and fruitful regarding both intellectual exchange and getting to know members of one's cohort.

Each topic (geographic concepts, fields of study) is covered in 2 half sessions across 2 classes (2 weeks). The 2<sup>nd</sup> half of a class will be lecture/discussion regarding principles/context. With information, the first half of the next class focuses on case studies that exemplify or move beyond the principles discussed the previous week; this part of the class is fully devoted to critical discussion and student collaborative presentations (small groups of 2 or 3).

The first class of the semester will include a general introduction to the course; the second half of this first class will be lecture/discussion on the first topic (place, space, territory). Beginning with the second class of the semester, then, the first half of each class will be dedicated to discussion and group presentations that exemplify the principles of the field of study discussed in the previous class, and the second half will be an introduction (principles, context) to the next topic. Students therefore make use of the previous class material in preparing for the next class and developing their presentations.

### **reading selections**

Reading selections include major influential publications in particular fields as well as readings from other scholars to provide space for new and diverse voices.

A survey oriented course such as 8100 aims generally for breadth. One class (spread across 2 half sessions across 2 weeks) cannot provide depth; the selection of readings is intended to provide sufficient information/references/discussion/analysis for students to grasp the basic contours of a field of study, while providing time for thinking and preparing for class as well as independent reading towards the final paper.

The reading load is on average about 4 article-length readings per class, 2 for the first part of a topic and 2 case studies. There are some exceptions for the first part of topic when a 3<sup>rd</sup> reading is assigned. When possible, the 3<sup>rd</sup> reading is not a full-length article; 3 times the third reading is a full-length article.

Students well versed in a particular field of study are welcome to suggest replacing syllabus readings with those they think are especially useful; please indicate such suggestions and provide links to readings as soon as possible and no later than one week prior to reading assignment.

### **EVALUATION AND GRADING**

Students are evaluated on the basis of (1) Carmen posts; (2) presentations; (3) short critical reflection on colloquium of your choice; and (4) final paper.

#### **Grading scheme**

The final grade will be figured on a 4.0 scale as follows:

|                                     |                  |
|-------------------------------------|------------------|
| Carmen posts                        | 25%              |
| class presentations (3)             | 20 % (~ 6% each) |
| short reflection essay (colloquium) | 10%              |
| final paper                         | 35%              |

These modes of evaluation are elaborated below.

#### **Carmen posts**

Students post on Carmen on the reading in advance of each class (time to be determined at the first class); ***late carmen posts will not be read or 'counted,' unless an arrangement is made in advance of the deadline (email me no later than the deadline and let me know that the post will be late and when it will be posted; 'justification' not required).***

Weekly Carmen posts are 'counted' towards evaluation on a presence/absence basis but do not receive letter grades individually to avoid possible anxiety on creative thinking in new directions. The entire set of carmen posts receives a letter grade on a presence/absence basis -- e.g. submission of posts for all readings per the instructions receives a letter grade of 'A' that constitutes 20% of your final grade.

The Carmen posts are intended to: ensure active participation by all students; prompt students to think about the big point(s) of an article and its relation to their research field in advance of class; and provide a forum by which students can learn from each other by reading others' posts. Regarding the last point, posts will be under '**Discussions**' so that students can read each others' posts before class. Take advantage of the intellectual diversity in the class: read each other's posts before class and use the forum to develop interdisciplinary sensibilities and to gain insights from one another.

For *each generic reading* on a topic, students post *at least one thoughtful question* about the article; the question(s) should be formulated as if you were asking an exam question and should show a basic understanding of the central points (questions such as 'what does x mean?' are unacceptable for Carmen

posts, but are welcome in class). For the case study readings, students post (1) a *brief* statement indicating how each case study exemplifies the points made in the previous class, and (2) a *brief* statement regarding questions or procedures that one or both case study/ies or the topic overall might prompt in relation to *your* research, or more generally, your research field. Implications of case studies for your research may be ontological or epistemological; especially in the case of material that seems far afield your research focus, epistemological issues may be especially useful to think about. The purpose of the second post on the day of case-study readings is to prompt all students to continually situate their research interests in the discipline and to think about ways in which research that might seem disconnected from yours may indeed have pertinence; posts that imagine an interdisciplinary team or that discuss possible extensions of your research are welcome.

For the sake of efficiency, please place all your questions/comments for a particular class in one post and separate them out relative to author and type of post.

Students presenting in a particular class are exempt from the Carmen post on case studies.

### **class presentations**

Presentations on case studies are a vehicle for actively and critically engaging course material *collaboratively* to: situate case studies in disciplinary perspectives; provide presentation experience; and provide a mechanism for teamwork with various partners with different perspectives and interests. Each student will have up to 10 minutes and will be evaluated individually, although note that individual presentations in a group presentation must connect and flow from *collaborative preparation*. Each group presentation (no more than 2 in a class) will be followed by around 10 minutes of discussion per questions raised by other students in the class.

Each group should prepare a brief **outline** (*not more than 1 side of 1 page*) of the presentation to distribute to the class; email the outline to me *no later than 1:00pm the day of class* so it can be posted on the Carmen page in advance of class.

Letter grades for presentations will be posted on Carmen within 24 hours after class. 50% of the grade will be given by your partner(s) regarding your collaboration; *each student should email me the 'collaboration grade' (a letter grade) before class.*

Overall, the presentations should: (1) show how the case study exemplifies or moves beyond the principles discussed in the previous class, and (2) indicate how the case study might stimulate complementary questions related to *your* research program or your research field more generally; both these objectives should be developed through discussion with your presentation partner(s). Additionally, as we move through different perspectives, it would be helpful to include in the presentation how the topic of the case study would have been approached from a different field of study/perspective already covered. For presentations on fields of study in human geography (after the first few classes on geographic concepts), presentations should engage the geographic concept(s) used in the case study. The presentation should *not* summarize a case study, which would be boring because everyone in class will have read and posted on the article. Notes are fine at presentations, but presentations should not be read.

All students will present 3 times over the course of the semester. Students are welcome to request presenting on a particular article and/or topic; please let me know by e-mail at the start or end of class at the beginning of the semester if you have requests (assignments will be made on a first-come, first-serve basis). By the second week of the semester, students will either sign up for presentations or I will assign presentations randomly. As soon as the assignments are finalized, the presentation roster will be posted on the Carmen page. Students are then welcome to swap presentations if the need arises (due to a difficult

schedule in a particular week, changing interests...); justification for swapping is *not* required – the main requirement is that you handle the swap yourselves and let me know so that I can update the online assignment roster.

### **short critical reflection essay on one colloquium of your choice**

The department colloquium series is an important part of your graduate education. Colloquia, irrespective of their apparent ir/relevance to your particular research field, provide an opportunity to learn about different perspectives in Geography (including those you like and dislike), and the Q/A after a colloquium presentation provides much ‘food for thought;’ sometimes the Q/A can be the most valuable part of a colloquium. *Comments about colloquia are welcome as part of class discussion.* One indirect aim of this course to help you feel comfortable participating in colloquia in the Q/A segment, and further, to take discussion about the issues beyond the colloquium period. *The department expects that students will take the lead in the Q/A.*

One assignment is a short critical reflection of a colloquium *of your choice*, including the Q/A segment. The paper should be 3-5 pages double spaced and is ***due by the start of the first class after the colloquium on which you write; please send your reflection essay to me as an email attachment in Word.*** The paper should *briefly* summarize the speaker’s presentation (*no more than one paragraph on summary*); situate the colloquium in a particular field of study and the discipline more generally; and develop a critical commentary, which can engage strengths, limitations, debatable issues, contributions (or lack thereof). There is no ‘blueprint’ for critical commentary; the main task is thoughtful discussion and critical positioning.

### **final paper** (due December 13)

The paper for this course should work for your research program. Students are welcome to discuss their plans for their papers with me, and they are encouraged to discuss their plans with their advisors since the paper should help you to make progress towards your thesis/dissertation or possibly a paper that you might submit for publication. ***Short proposals for papers (2pp) are due no later than Friday, November 5; please send to me by email as a Word attachment, and I will get back to you with feedback by email as soon as possible.*** There are choices, as indicated below.

(A) Write a paper that positions you to move forward with your literature review for your thesis/dissertation. Situate your research interests in your particular field of study and in the discipline more generally. What questions are you raising, and how do you position them? What is the nature of the contributions you wish to make? What geographic concepts are you using, how, and what insights do they afford? How might you bring Geography to interdisciplinary discussions of the topic on which you are focusing? Length: 10-15 pages.

(B) Develop an interdisciplinary project with one or more of your class members from different field(s) (human geography, GIS, climate science) that demonstrates the usefulness of complementary types of questions rooted in different fields of study. The co-authored paper should be a draft that could be submitted to a journal for publication, either as a regular article or a shorter piece for an intervention/commentary.

(C) Write a paper that you could revise and submit to a journal for publication in your field of study. *The paper should be accompanied by a reflection essay (about 2-3 pages) that connects the paper with course objectives/material – what you have learned in the course and how you are using that knowledge in your research.*

(D) I am open to alternative proposals as long as they connect with course objectives/material.

## READING

*E-Reserves (journal articles, book chapters):* electronic copies are accessible on the Carmen page for the course under 'Modules.' The articles on Carmen are listed in the order in which you will read them (see Weekly Schedule pp. 9-10 of this syllabus). They are listed on pp. 6-9 in alphabetical order with full bibliographic information, for your information. All reading is required. *Please alert me if you have any problems accessing course material or if you find problems with the pdfs.*

## CLASS ATTENDANCE

***Regular and punctual attendance in 8100 and in departmental colloquia are required.*** For the colloquia, a sign-up sheet on one of the doors to the Derby 1080 will be posted for you to sign in. Students should drop this course if they have commitments that overlap with the class period. **Students should indicate in advance if they cannot be at a particular class on time or have to leave in the middle due to uncontrolled circumstances that can be documented (e.g. a medical appointment).** **Students are responsible for any course material and announcements that are missed.**

## CLASSROOM ETIQUETTE

The course entails considerable discussion. Basic expectations include mutual respect and interest in learning from each other.  
Use of electronic devices in class for any reason other than course engagement is *unacceptable*.

## MISCELLANEOUS REGULATIONS

Academic misconduct, including plagiarism, is not tolerated. See the Code of Student Conduct at OSU at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp).

## REQUIRED READING – BIBLIOGRAPHY

- Addie, J.-P. D. 2013. The rhetoric and reality of urban policy in the neoliberal city: implications for social struggle in Over-the-Rhine, Cincinnati. *Environment and Planning A* 40: 2674 – 2692.
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- Blesdoe, A. and W.J. Wright. 2019. The anti-Blackness of global capital. *Environment and Planning D: Society & Space* 37: 8-26.
- (optional) Breton, E., Jeppesen, S., Kruzynski, A., and Sarrasin, R. 2012. Feminisms at the heart of anarchism in Quebec: grassroots practices of intersectionality. *Canadian Women's Studies* 29: 17-159.
- Cahill, C. 2007. The personal is political: developing new subjectivities through participatory action research. *Gender, Place and Culture* 14: 267-292.
- Celata, F., Capineri, C., Romano, A. 2020. A room with a (re)view. Short-term rentals, digital reputation and the uneven spatiality of platform mediated tourism. *Geoforum* 112: 129-138.
- Chisolm, M. 1975. Origins. In *Human geography: evolution or revolution*, by M. Chisolm, pp. 19-55. Baltimore: Penguin.
- Coates, T.-N. 2014. The case for reparations. *The Atlantic* June, <http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.
- Cobarrubius, S. 2020. Scale in motion? Rethinking scalar production and border externalization. *Political Geography* 80 (June).
- (optional) Crenshaw, K. 1980. Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum* issue 1989 (1): 139-167.

- Dixon, D.P. and Jones, J.P. 1998. My dinner with Derrida, or spatial analysis and poststructuralism do lunch. *Environment and Planning A* 30: 247-260.
- Elwood, S. and Wilson, M. 2017. Critical GIS pedagogies beyond 'week 10: ethics.' *International Journal of Geographical Information Science* 31: 2098-2116.
- (optional) Ettlinger, N. 2004. Towards a critical theory of untidy geographies: the spatiality of emotions in production and consumption. *Feminist Economics* 10: 21-54.
- Fluri, J.L. 2011. Bodies, bombs and barricades: geographies of conflict and civilian (in)security. *Transactions of the Institute of British Geographers NS* 36: 280-296.
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- Fraser, J. and Wenginger, C. 2008. Modes of engagement for urban research: enacting a politics of possibility. *Environment and Planning A* 40: 1435-1453.
- Gibson-Graham, J.K. 2007. Cultivating subjects for a community economy. In *Politics and practice in economic geography*, eds. A. Tickell, E. Sheppard, J. Peck, and T. Barnes, pp. 106-117. Thousand Oaks: Sage.
- (optional) Gilmore, R.W. 2002. Race and globalization. In *Geographies of global change: remapping the world*, eds. R.J. Johnston, P.J. Taylor, and M.J. Watts, pp. 261-282. Malden, MA: Blackwell.
- Haraway, D. 1988. Situated knowledges: the science question in feminism and the privilege of partial perspective. *Feminist Studies* 14: 575-599.
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- Harvey, D. 1996. The geography of capitalist accumulation. In *Human geography: an essential anthology*, eds. J. Agnew, D.N. Livingstone, and a. Rogers, pp.600-622. Cambridge, MA: Blackwell.
- Hiemstra, N. 2014. Performing homeland security within the US immigrant detention system. *Environment and Planning D: Society and Space* 32: 571-588.
- Jönsson, E. forthcoming. Trump in Scotland: A study of power topologies and golf topographies. *International Journal of Urban and Regional Research*, DOI: 10.1111/1468-2427.12391.
- Joshi, S., McCutcheon, P., and Sweet, E. 2015. Visceral geographies of whiteness and invisible microaggressions. *ACME* 14: 298-323.
- (optional) Kershaw, G.G.L., Castleden, H., and Laroque, C.P. 2014. An argument for ethical physical geography research on indigenous landscapes in Canada. *The Canadian Geographer* 58: 393-399.
- Kesby, M. 2007. Spatialising participatory approaches: the contribution of geography to a mature debate. *Environment and Planning A* 39: 2813-2831.
- Klinke, I. 2015. Five minutes for critical geopolitics: a slightly provocative introduction, [http://www.exploringgeopolitics.org/publication\\_klinke\\_ian\\_five\\_minutes\\_for\\_critical\\_geopolitics\\_a\\_slightly\\_provocative\\_introduction/](http://www.exploringgeopolitics.org/publication_klinke_ian_five_minutes_for_critical_geopolitics_a_slightly_provocative_introduction/).
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- Smith, H. and Ley, D. 2008. Even in Canada? The multiscalar construction and experience of concentrated immigrant poverty in gateway cities. *Annals of the Association of American Geographers* 98: 686-713.
- (optional) Spence, L.K. 2012. The neoliberal turn in black politics. *Souls* 14: 139-159.
- Swyngedouw, E. and Heynen, N. 2003. Urban political ecology, justice and the politics of scale. *Antipode* 35: 898-918.
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- (optional) Wilson, N.J., Mutter, E., Inkster, J., Satterfield, T. 2018. Community-based monitoring as the practice of indigenous governance: a case study of indigenous-led water quality monitoring in the Yukon River Basin. *Journal of Environmental Management* 210: 290-298.
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### WEEKLY SCHEDULE

| date              | general topic                                 | class discussion                                       | assignments  |  |
|-------------------|---|--|--|--|
| Aug 25<br>week 1  | <b>introduction to course</b>                 |  |  |  |
|                   | <b>geographic concepts in human geography</b> | space, place, territory                                | Massey 1993;<br>Harvey 2006; Klink                 |  |
| Sept 1<br>week 2  |   |  | Jönsson  |  |
|                   |   | spatiality   | Foucault; Leszczynski<br><i>optional: Ettliger</i> |  |
| Sept 8<br>week 3  |   | <i>presentations: spatiality</i>                       | Berman; Celata et al.                              |  |
|                   |   | scale  | Moore  |  |
| Sept 15<br>week 4 |   | <i>presentations: scale</i>                            | Cobarrubius;<br>Smith & Ley                        |  |
|                   |   | <b>fields of study</b>                                 | spatial & GIScience (Darla Munroe)                 | Chisolm; Schuurman;<br>Elwood & Wilson |
| Sept 22<br>week 5 |   |  | <i>presentations: spatial &amp; GIScience</i>      | McElroy; Martin &<br>Schuurman         |
|                   |   | Marxism  | Massey 1979; Harvey<br>1996                        |  |
| Sept 29<br>week 6 |   |  | <i>presentations: Marxism</i>                      | Addie; Thatcher et al.                 |
|                   | political ecology                             | Robbins; Swyngedoux<br>& Heynan; Rocheleau &<br>Nirmal |  |  |
| Oct 6<br>week 7   |   | <i>presentations: political ecology</i>                | Huber; Hope  |  |
|                   | climatology (Steven Quiring)                  | Mather; Tadaki et al.                                  |  |  |
| Oct 13<br>week 8  |   | <i>presentations: climatology</i>                      | Li et al; Zhang et al.                             |  |

|                   |  |   |  |
|-------------------|--|---|--|
|                   |  | postcolonialism/decoloniality                                 | Young; Said; McEwan  |
| Oct 20<br>week 9  |  | <i>presentations:</i><br><i>postcolonialism/decoloniality</i> | Lehuedé; Mohamed et al.  |
|                   |  | poststructuralism   | Dixon & Jones; Pickett et al.  |
| Oct 27<br>week 10 |  | <i>presentations: poststructuralism</i>                       | Hiemstra; Reeves<br><i>optional: Spence</i>                          |
|                   |  | feminism  | Haraway; Peake   |
| Nov 3<br>week 11  |  | <i>presentations: feminism</i>                                | Fluri; Leszczynski & Elwood; <i>optional: Kershaw; Wilson et al.</i> |
|                   |  | intersectionality & queer theory                              | Valentine; Oswin;<br><i>optional: Crenshaw</i>                       |
| Friday,<br>Nov 5  |  | paper proposal due: email to N. Ettliger as Word attachment   |  |
| Nov 10<br>week 12 |  | <i>presentations: intersectionality &amp; queer theory</i>    | Luft; Moussawi;<br><i>optional: Breton et al.</i>                    |
|                   |  | critical race theory & racial capitalism                      | Martinez; Blesdoe & Wright; Joshi et al.<br><i>optional: Gilmore</i> |
| Friday,<br>Nov 12 |  | final paper proposals due                                     |  |
| Nov 17<br>week 13 |  | <i>presentations: critical race theory</i>                    | Coates; Safransky  |
|                   |  | research as a political process                               | Fraser & Weninger;<br>Kesby  |
| Nov 24<br>week 14 |  | Thanksgiving and celebration of Native American heritage      |  |
| Dec 1<br>week 15  |  | <i>presentations: research as a political process</i>         | Gibson-Graham; Cahill  |
|                   |  | discussion: final paper, course, last class                   |  |
| Dec 8<br>week 16  |  | tbd   |  |
| M Dec<br>13       |  | <b>final paper due: email as Word attachment</b>              |  |