

Geography 4100, *Geographic Inquiry*, Spring 2017

Monday & Wednesday, 9:35-10:55, Derby 1080

Instructor: Dr. Nancy Ettlinger, 1144 Derby Hall, 292-2573; ettlinger.1@osu.edu

Office hours: by appointment

~~~~~  
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.  
~~~~~

COURSE DESCRIPTION, OBJECTIVES, & COURSE STRATEGY

Geog. 4100 is a capstone course for geography majors in the URGS (Urban, Regional, Global Studies) and E&S (Environment & Society) specializations. The main objective is to offer students an overview of geographic concepts, the variety of fields of studies and perspectives in critical human geography (encompassing URGS and E&S) and the contexts in which they developed.

The main pedagogical assumption underlying the design of this course is that learning the logic of a field of study/perspective requires thinking it through and exemplifying it – passive learning by lecture alone is insufficient. Further, based on experience in other courses, collaborative work among students in small groups has proven to be constructive and fruitful. Accordingly, the course is structured so as to provide one week (2 classes) on each topic: the 1st of 2 classes on a topic introduces the topic by lecture and generic reading; the 2nd class is devoted to presentations on 2 case studies on the topic by a small groups of students (groups of 2 or 3). The presentations focus on how the case study illustrates a particular logic or way of viewing and analyzing a problem, referencing the principles discussed in the preceding lecture. The lecture, then, presents a field of study/perspective in principle; the presentations, by way of example. All students will present 3 times over the course of the semester. Students who are not presenting will post on Carmen responses to general questions about each article for all classes (both the 1st and 2nd class of a topic), and are expected to ask questions to those presenting; thus, all student are expected to actively engage every topic, irrespective of who is presenting. The Carmen posts are intended to: ensure active participation by all students; prompt students to think about the big point(s) of an article in advance of class; and also provide a forum by which students can learn from each other by reading others' posts. Generally, reading assignments for the generic reading (1st class on a topic) is 1-2 articles; there will always be 2 case studies assigned for the 2nd class on a topic (thus 2 presentations).

In addition to learning the logics of different fields of study/perspectives from class lectures, collaborative presentations and discussions, and Carmen posts, students write a research paper (due at the end of the semester) on an issue of choice. The purpose of the paper is to situate a student's interest in a particular topic in the discipline. Students filter and examine the selected issue through 3 different perspectives/fields of study of choice, while also clarifying the nature of those perspectives and their emergence in the discipline; students also clarify and explain which geographic concepts (at least 2) figure in their analysis. The use of different perspectives and engagement with different geographic questions can take different forms, such as competing or complementary representations or explanations of problems; it is up to students how they want to present the relationship among perspectives and geographic concepts.

The first 3 weeks of the course (following the introduction) will focus on geographic concepts (space, place, and territory; spatiality; scale), and then move to different perspectives/fields of study, including: spatial science and the critique of regionalism; Marxism and the critique of spatial science; political

ecology; postcolonialism and the colonial present; poststructuralism and the critique of Marxism; feminism and the critique of masculinist research; intersectionality and queer theory; critical race theory; and research viewed as a political process (i.e. *of* the political, not just *on* the political). In the remaining 3 classes, 2 classes will be devoted to recap; no reading is assigned and students post questions on Carmen regarding comparison of perspectives and/or complementarities. The other class, sandwiched between the 2 recap classes, will provide a forum for students to discuss their the issues and problems they have encountered in developing their papers; this sort of workshop has worked well in this and other courses to help students connect, rather than feel alienated, about problems (normal in the research process!). The recap classes and research paper forum at the end of the course work together to help students prepare for finalizing their papers.

READING

E-Reserves (journal articles and chapters of books): electronic copies accessible on the Canvas page for the course under ‘Modules.’ The articles on Canvas are listed in the order in which you will read them (see pp. 8-9 of this syllabus). They are listed on pp. 5-7 in alphabetical order with full bibliographic information. All reading is required. *Please alert N. Ettlinger if you have any problems accessing course material.*

CLASS PREPARATION & PARTICIPATION

Students are required to read the assigned material **before**, not after, the class in which material is to be discussed, and (with the exception of students who are presenting) post 1 thoughtful question or comment on Canvas for each article in advance of class (see Canvas posts under ‘evaluation and grading’ below). Note-taking on the assigned reading is strongly recommended. Lectures are prepared based on the assumption that students are well prepared for class. Students are expected to participate in class discussion *responsibly*, that is, based on adequate preparation. Based on past experience, students who prepare inadequately for class are unlikely to perform well or at the level of their ability, and they are likely to fall behind and find themselves unable to effectively catch up. *All written assignments are due on a day in which class does not occur to avoid conflict with class preparation.*

CLASS ATTENDANCE

Regular and punctual attendance is required. 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

Use of electronic devices in class for any reason other than course engagement is unacceptable.

EVALUATION AND GRADING

Students are evaluated on the basis of (1) Canvas posts; (2) presentations; (3) a research paper; and (4) a proposal for the research paper and revision. These are elaborated below.

(1) Canvas posts (on the Canvas page click on ‘Discussions’ and then ‘Discussions.’)

In advance of each class (following the course introduction, 1st day) students prepare and post responses on Canvas to questions on *each* reading assigned for that day. So, if there are 2 readings, students post 1 response to a question on each – a total of 2. The questions are general, designed to prompt students to think about ‘the forest’ (the big picture) after having engaged all the ‘trees’ (details of the article) before coming to class. The responses should be concise (1-2 sentences – this is not a blog!), and should directly

answer the question posed using the reading material. The purpose is not to say everything you know, but to try to indicate the big point(s) succinctly; elaboration is welcome in class discussion.

Read each other's posts and use the forum to gain insights from one another! The carmen posts will be due before class at a time agreed upon by the class; ***late carmen posts will not be read or 'counted,' unless an arrangement is made in advance.***

(2) presentations

Presentations are a vehicle for actively and critically engaging course material and to situate case studies in disciplinary perspectives. They also are good practice – whether students plan for a job or graduate school following graduation, presentation experience will be helpful.

Each student will present in a small group of 2 or 3, 3 times during the semester, on a case study that exemplifies the logic of the field of study/perspective discussed in the preceding lecture. The presentation overall (about 10 min. per person) should explain how the field of study/perspective discussed in the preceding lecture plays out in the case study (i.e. how the case study exemplifies an approach, a view, a particular type of logic), using examples from the case study to substantiate points. ***Each presenter should engage this exemplification exercise – i.e. it is unacceptable for a presenter to confine her/himself to summary of the reading or part of the reading.*** Each group presentation will be followed by 10-15 minutes of discussion per questions raised by other students.

Preparation for the presentation should be *collaborative*, and the presentations should reflect the collaboration regarding the exemplification exercise. The collaboration is useful for thinking through the reading beyond the empirics – as a case study of a particular field of study/perspective, beyond summary. Although each student is responsible for the content of their presentation once a division of labor is established, students should work with one another in thinking through the big points of the article and the ways in which the case study reflects the principles discussed in the lecture in the previous class ---

Evaluation is on an individual, not group basis. Grades for each presentation will be posted after class on canvas. ***A rubric for evaluation along with recommendations for preparation is posted on the canvas under 'Modules.'***

Students are encouraged to think about their interests and request presenting on a particular topic; let N. Ettliger know by e-mail or before or after class at the beginning of the semester if you have requests (assignments will be made on a first-come, first-serve basis). Other assignments will be made by students picking their readings for presentation out of a hat in class by the end of the 3rd week. Assignments before the 3rd week will be decided in class on a volunteer basis. As soon as the assignments are finalized, a listing will be posted on the Canvas page under the 'Modules.'

(3) research paper

This course requires a research paper. The goals are to learn about the research process: identify a problem, find appropriate material, select concepts to bring to bear on empirical problems, draw conclusions. All this, in the context of course material positions students to think about research in human geography from the vantage point of *doing* research and critically drawing from selected fields of study/perspective.

Students write a research paper in which they select an issue of interest, and then select 3 different fields of study/perspectives through which to view the issue (drawn from the 'fields of study/perspectives')

section); define the principles associated with each selected field of study and the context in which that field of study emerged; and clarify which geographic concepts (at least 2 drawn from the 'geographic concepts' section) they utilize.

Students are expected to use reading from course material, but they also will need to *read beyond the syllabus*.

Some tips for reading beyond the syllabus: There are many different ways to go about finding references beyond course material. Some useful approaches include:

*In conducting searches - try different key words; use words/terms associated with different perspectives.
- search for articles on a topic written from **different** perspectives*

To find material:

- 1) (**required**) search using keywords and/or author names at the ISI site at http://apps.webofknowledge.com.proxy.lib.ohio-state.edu/UA_GeneralSearch_input.do?product=UA&search_mode=GeneralSearch&SID=3DbEP6pKp5bDbCCFh69&preferencesSaved=
- 2) search using google scholar
- 3) use the OSU Library Catalog: <http://library.ohio-state.edu/search>
- 4) subscribe to 'contents alerts' of journals pertinent to your interests
- 5) follow pertinent references in material you read in or beyond the syllabus.

The papers should be around 10-15 pages, double spaced with no extra space between paragraphs; use an extra space between sections is fine. The papers should be polished and proofed using 11 or 12 Times Roman font and 1" margins. Use sectioning and possibly sub-sectioning to provide signposts (e.g. introduction, section titles for the different perspectives, geographic concepts, comparative discussion, conclusion, bibliography).

The *bibliography should include at least 8 academic references in addition to course material (you are required to make use of at least 6 articles from the course)*. You are welcome to include references to news articles, blogs, and the like, but these are in addition to, not substitutes for, course material and academic references. The bibliography should be in alphabetical order using the format of any geography journal. A hard copy of the paper is due on **Monday, April 25, by noon**.

A rubric for evaluation of the paper is posted on the carmen page under the 'Modules.'

(4) proposals and revision

Brief proposals for the research project (no more than 2 pages) are due no later than **Tuesday, March 7, by noon**; send to N. Ettliger by e-mail as a Word attachment; you will receive feedback by email. *If possible, hand in your proposal as soon as possible to give yourself as much time as possible for reading and developing the project.* The proposals are required, but will not be formally graded; they are an opportunity for students to crystallize their interests and receive feedback. Students are welcome to discuss their projects with N. Ettliger at any time. Revised proposals (unless no revision is indicated) are due (by Word attachment) no later than **Thursday, March 23, by noon**; these also are required.

The proposal should include:

- 1) a title that conveys what the project is about
- 2) a brief discussion of the issue you plan to examine
- 3) an indication of the 3 fields of study/perspectives you have selected and through which you will examine the issue (2 above) and an indication of:
 - a. the principles underlying each, *using references*

- b. a brief statement about the context in which each field of study emerged in the discipline
 - c. how you will use those principles to develop insights about the issue you select
 - d. how you will use the perspectives in relation to one another (as competitors and/or complements)
- 4) an indication and brief explanation of the geographic concepts that figure in your analysis (at least 2), and an indication of:
- a. the principles underlying each, *using references*
 - b. how you will use those principles to develop insights about the issue you select
 - c. how you will use the geographic concepts in relation to one another (competitors and/or complements)
- 5) indicate which geography journal you will use as a model for style (sectioning, bibliography)
- 6) a bibliography to date and an indication of search strategies; indicate a ‘*’ for all references obtained using **ISI, which is required**

The revised proposal should engage comments on the initial proposal and any other changes; *attach the initial proposal with my comments to the revised proposal.*

Grading scheme (figured with each student presenting twice; more presentations per students in the case of a very small class will result in a reconfiguration of the grading scheme, increasing the percentage points for presentations)

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

Canvas posts	15%
presentations (3)	36% (12% each)
research paper	39%
paper proposal, revision	10%

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.

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.
- Ash, J. 2009. Emerging spatialities of the screen: video game and the reconfiguration of spatial awareness. *Environment and Planning A* 41: 2015-2124.
- Berman, L.L. 1998. In your face, in your space: spatial strategies in organizing clerical workers at Yale. In *Organizing the Landscape: Geographical Perspectives on Labor Unionism*, ed. A. Herod, pp. 203-224. Minneapolis: University of Minnesota Press.
- Cahill, C. 2007. The personal is political: developing new subjectivities through participatory action research. *Gender, Place and Culture* 14: 267-292.
- Castree, N. 2015. New thinking for a new earth, <http://entitleblog.org/2015/11/30/new-thinking-for-a-new-earth/>.
- 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/>.
- 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.

- Foucault, M. 1980a. The eye of power. In *Power/knowledge: selected interviews and other writings 1972-1977*, ed. C. Gordon, trans. C. Gordon, L. Marshall, J. Mepham, K. Soper, pp. 146-165. New York: Pantheon.
- Foucault, M. 1980b. Truth and power. In *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, ed. C. Gordon, trans. C. Gordon, L. Marshall, J. Mepham, K. Soper, pp.109-133. New York: Pantheon.
- Foucault, M. 2000. The subject and power. In *Michel Foucault/Power*, ed. J.D.Faubion, trans. R. Hurley and others, pp. 326-348. New York: The New Press.
- 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.
- Haraway, D. 1988. Situated knowledges: the science question in feminism and the privilege of partial perspective. *Feminist Studies* 14: 575-599.
- Harvey, D. 2006. Space as a key word. In *Spaces of global capitalism: a theory of uneven geographical development* by D. Harvey, pp. 119-148. New York: Verso.
- 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.
- Holloway, S., Wright, R., and Ellis, M. 2012. The racially fragmented city? neighborhood racial segregation and diversity jointly considered. *Professional Geographer* 64: 63-82.
- Ioris, A.A.R. 2012. Applying the strategic-relational approach to urban political ecology: the water management problems of the Baixada Fluminense, Rio de Janeiro, Brazil. *Anitipode* 44: 122-150.
- 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.
- Kesby, M. 2007. Spatialising participatory approaches: the contribution of geography to a mature debate. *Environment and Planning A* 39: 2813-2831.
- Liu, Y., He, S., Wu, F. 2012. Housing differentiation under market transition in Nanjing, China. *Professional Geographer* 64: 541-571.
- Massey, D. 1993. Power-geometry and a progressive sense of place. In *Mapping the futures: local cultures, global change*, eds. J. Bird et al., pp. 59-69. New York: Routledge.
- Massey, D. 1979. In what sense a regional problem? *Regional Studies* 13: 233-243.
- McEwan, C. 2001. Postcolonialism, feminism and development: intersections and dilemmas. *Progress in Development Studies* 1: 93-111.
- Mitchell, T. 1998. Fixing the economy. *Cultural Studies* 12: 82-101.
- Moore, A. 2008. Rethinking scale as a geographical category: from analysis to practice. *Progress in Human Geography* 32: 203-225.
- Moossawi, G. 2013. Queering Beirut, the 'Paris of the Middle East': fractal Orientalism and essentialized masculinities in contemporary gay travelogues. *Gender, Place and Culture* 20: 858-875.
- Nightingale, A.J. 2011. Bounding difference: intersectionality and the material production of gender, caste, class and environment in Nepal. *Geoforum* 42: 153-162.
- Norman, Emma S. and Bakker, K. 2009. Transgressing scales: water governance across the Canada-U.S. borderland. *Annals of the Association of American Geographers* 99: 99-117.
- Osborne, T. 2015. Tradeoffs in carbon commodification: A political ecology of common property forest governance. *Geoforum* 67: 64-77.

- Oswin, N. 2008. Critical geographies and the uses of sexuality: deconstructing queer space. *Progress in Human Geography* 32: 89-103.
- Peake, L. 2015. The Suzanne Mackenzie Memorial Lecture: Rethinking the politics of feminist knowledge production in Anglo-American geography. *The Canadian Geographer* 59: 257-266.
- Price, P.L. 2010. At the crossroads: critical race theory and critical geographies of race. *Progress in Human Geography* 34: 147-174.
- Pulido, L. 2000. Rethinking environmental racism: white privilege and urban development in southern California. *Annals of the Association of American Geographers* 90: 12-40.
- Pykett, J. 2011. The new maternal state: the gendered politics of governing through behavior change. *Antipode* 44: 217-238.
- Reeves, M. 2011. Fixing the border: on the affective life of the state in southern Kyrgyzstan. *Environment and Planning D: Society and Space* 29: 905-923.
- Robbins, P. 2004. The hatchet and the seed. In *Political ecology: a critical introduction*, by P. Robbins, pp. 3-16. Malden, MA: Blackwell.
- Roy, A. 2009. Civic governmentality: the politics of inclusion in Beirut and Mumbai. *Antipode* 41: 159-179.
- (optional) Said, E. 1996. From *Orientalism*, in *Human geography: an essential anthology*, eds. J. Agnew, D.N. Livingstone, and a. Rogers, pp. 415-421. Cambridge, MA: Blackwell.
- Sharp, J. 2011. A subaltern critical geopolitics of the war on terror: postcolonial security in Tanzania. *Geoforum* 42: 297-305.
- 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.
- Springer, S. 2011. Articulated neoliberalism: the specificity of patronage, kleptocracy, and violence in Cambodia's neoliberalization. *Environment and Planning A*; 43: 2554-2570.
- Swyngedouw, E. and Heynen, N. 2003. Urban political ecology, justice and the politics of scale. *Antipode* 35: 898-918.
- Valentine, Gill. 2007. Theorizing and researching intersectionality: a challenge for feminist geography. *Professional Geographer* 59: 10-21.
- van Efferink, L. 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/.
- Weisman, L.K. 1994. The spatial caste system: design for social inequality. In *Discrimination by design: a feminist critique of the man-made environment*, by L.K. Weisman, pp. 9-34, Urbana: University of Illinois Press.
- Young, R.J.C. 2001. Colonialism and the politics of postcolonial critique. In *Postcolonialism: an historical introduction*, by R.J.C. Young, pp. 1-11. Malden, MA: Blackwell.
- Zhou, Y. and Tseng, Y.-F. 2001. Regrounding the 'ungrounded empires': localization as the geographical catalyst for transnationalism. *Global Networks* 1: 131-154.

SYLLABUS

date	general topic	class discussion	assignments
Jan M 9	introduction		
W 11	geographic concepts	space, place, territory	Massey 1993; Harvey 2006; van Efferink
M 16	NO CLASS in honor of Martin Luther King Day		
W 18	fields of study, perspectives in human geography	<i>presentations</i>	Zhou & Tseng; Jönsson
M 23		spatiality	Foucault 1980a; Weisman
W 25		<i>presentations</i>	Berman; Ash
M 30		scale	Moore
Feb W 1		<i>presentations</i>	Norman & Bakker; Smith & Ley
M 6		spatial science & critique of regionalism	Chisolm
W 8		<i>presentations</i>	Liu et al; Holloway et al.
M 13		Marxism & critique of spatial science	Massey 1979; Harvey 1996
W 15	<i>presentations</i>	Springer; Addie	
M 20	political ecology	Robbins; Swyngedoux & Heynen; Castree	
W 22	<i>presentations</i>	Ioris; Osborne	
M 27	postcolonialism & the colonial present	Young; <i>Said (optional)</i> ; McEwan	
Mar W 1	<i>presentations</i>	Mitchell; Sharp	
M 6	poststructuralism & critique of Marxism	Foucault 1980b; Foucault 2000	
T 7	proposals due, by noon (e-mail, Word attchmt.)		
W 8	<i>presentations</i>	Roy; Reeves	
M 13	SPRING BREAK		
W 15			

M 20	fields of study/perspectives, cont'd.	feminism & the critique of masculinist research	Haraway; Peake
W 22		<i>presentations</i>	Pykett; Fluri
Th 23		revised proposals due by noon (e-mail, Word attachmt)	
M 27		intersectionality; queer theory	Valentine; Oswin
W 29		<i>presentations</i>	Nightingale; Moussawi
Apr M 3		critical race theory	Price; Coates
W 5		<i>presentations</i>	Pulido; Joshi, McCutcheon & Sweet
M 10		research as a political process	Fraser & Weninger; Kesby
W 12		<i>presentations</i>	Gibson-Graham; Cahill
M 17		recap & finalization of research papers	recap
W 19	research paper workshop		
M 24	recap, cont'd.		
F 28	papers due by noon, N. Ettliger's office (1144 Derby)		