

Geography 8100, *Geographic Thought*, Autumn 2019

Wednesdays, 2:15-5:00, Derby 1116

Instructor: Nancy Ettlinger, 1144 Derby Hall, 614-292-2573 (office); 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 contact me before or after class, by email, by my office telephone, or stop by my office anytime.

~~~~~

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. 12<sup>th</sup> Avenue.

~~~~~

COURSE DESCRIPTION and OBJECTIVES

Geog 8100 is a graduate seminar for all students in the PhD program in Geography across the subdisciplines in the department.

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. As elaborated in 'Course Strategy' below, 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 (hypothetically) 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 were raised at a particular point in time and to what the proponents of such questions were critically reacting. 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. 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 focus is on concepts, the contexts in which they emerged, and the ways in which they are used empirically in human geography (encompassing URGs and E&S); while the general orientation is human geography, the course includes a session each on physical geography (with guest lecture) and spatial & GIScience. The course provides an opportunity for all students to situate their research interests in their respective fields while considering complementarities with research fields they have not yet engaged. This objective stands as much for human geographers who to date have emphasized a particular conceptual framework as for students in physical geography and spatial & GIScience. Sessions outside one's specialty will enable students to discuss issues with their peers and scholars in general 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, and productive.

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. 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-PhD careers (academic or non-academic) as well-rounded professionals able view problems multidimensionally and interact on an interdisciplinary basis.

The course is intended in part to be a shared experience regarding students as well as the department more generally. 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. Students are welcome to invite students not enrolled in the course to attend classes that may interest them.

The type of reading assigned in the course is not intended to encompass major, seminal works in particular fields (although certainly some readings may be considered such), mainly because a semester-length course would not reasonably accommodate this objective. The intention is to provide sufficient reading 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.

It is expected that students already are familiar with pertinent seminal scholarship in their respective fields or are in the process of developing this familiarity. As elaborated under 'Research Papers,' students pursue pertinent seminal scholarship independently to write a final paper that situates their research in the discipline; the paper should be useful for the literature review in the dissertation proposal and for the candidacy exam.

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 (themes tbd by guest lecturer); physical geography (themes tbd by guest lecturer); Marxism; political ecology (themes tbd by guest lecturer); postcolonialism; poststructuralism; feminism; intersectionality and queer theory; critical race theory; and research viewed as a political process (i.e. *of* the political, not just *on* the political). The second half of the class before Thanksgiving break will be devoted to general questions about material covered in the course and discussion of the final papers. The last class after Thanksgiving break is tbd – the content of the last class will be decided by consensus how best to use this time.

COURSE STRATEGY

class and reading organization

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 has proven to be constructive and fruitful. Accordingly, the course is structured so that we pursue each topic in two ways: half a class will be lecture/discussion on generic principles of a particular field of study and the context in which that field of study evolved (with 1-3 generic, article-length readings assigned); the other half session will be devoted to two group presentations (groups of 2 or 3, depending on class size), each on an empirical case study that exemplifies the principles previously discussed (thus, 2 case studies covered). The reading load, then, is on average about 4 article-length readings per class. 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. Beginning with the second class of the semester, then, the first half of each class will be 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.

class preparation: carmen posts

Students post on Carmen on the reading in advance of 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* (email me no later than the deadline and let me know that the post will be late and when it will be posted). Weekly Carmen posts are 'counted' towards evaluation on a presence/absence basis but do not receive letter grades to avoid possible anxiety on creative thinking in new directions.

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 and the topic overall might prompt in relation to *your* research, or more generally, your research field. 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, and to provide presentation

experience. 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 (total of 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 page*) of the presentation to distribute in class. All students will present several times (number to be determined relative to class size) over the course of the semester. Grades for presentations will be posted on Carmen within 24 hours after class.

Overall, the presentations should: (1) show how the case study exemplifies the principles discussed in the previous class, and (2) indicate how the case study or general field of 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.

Students are welcome to request presenting on a particular article and/or topic; please let me 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). By the second week of the semester, presentation assignments will be randomly assigned (students pick their readings for presentation out of a hat in class); prior to this time, assignments will be decided in class on a volunteer basis. As soon as the assignments are finalized, the presentation roster will be posted on the Carmen page under ‘Modules.’ Students are then welcome to swap presentations if the need arises (due to a difficult schedule in a particular week, changing interests...).

RESEARCH PAPERS

(1) short critical reflection on one colloquium of your choice

The department colloquium series is an important part of your graduate education. Colloquia, irrespective of their ir/relevance to your particular research field, provide an opportunity (without homework!) 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.

With the above in mind, 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 (hard copy) on the first class after the colloquium on which you write.*** The paper should *briefly* summarize the speaker’s presentation (*no more than a 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.

(2) final paper

The purpose of the paper (around 10 pages, double spaced) is to situate your research interests in a 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 how will you bring Geography to interdisciplinary discussions of the topic on which you are focusing? The paper is due on December 9. 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 will likely contribute to their dissertation proposals.

paper alternatives

If you have an idea for either of the two papers above or both that diverges somewhat from the basic assignment while still speaking to course goals, and you think an alternative would better serve your research program – go ahead and propose it.

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. 6-8 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 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

As a graduate seminar, the course will involve 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*.

EVALUATION AND GRADING

Students are evaluated on the basis of (1) Carmen posts; (2) presentations; (3) short critical reflection on colloquium of your choice; (4) final paper; and (5) participation (regular and punctual attendance in class and in departmental colloquia and responsible preparation for class discussion).

Grading scheme

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

Carmen posts	20%
presentations (3)	30% (10% each)
short reflection (colloquium)	10%
final paper	30%
participation	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.
- 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/>.
- 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.
- (OPTIONAL) Dunham, I.M. 2019. Landscapes of financial exclusion. *Business & Society Review*, DOI: 10.1111/basr.12180.
- 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. 1980. 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.
- 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.
- Hiemstra, N. 2014. Performing homeland security within the US immigrant detention system. *Environment and Planning D: Society and Space* 32: 571-588.
- Huber, M.T. 2017. Hidden abodes: industrializing political ecology. *Annals of the American Association of Geographers* 107: 151-166.
- 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.
- 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/.
- Leszczynski, A. 2019. Spatialities. In *Digital Geographies*, eds. J. Ash, R. Kitchen, and A. Leszczynski, pp. 13-23. Los Angeles: Sage.

- Leszczynski, A. and Elwood, S. 2014. Feminist geographies of new spatial media. *The Canadian Geographer* 20: 1-17.
- Liu, Y., He, S., Wu, F. 2012. Housing differentiation under market transition in Nanjing, China. *Professional Geographer* 64: 541-571.
- Luft, R.E. 2016. Racialized disaster patriarchy: an intersectional model for understanding disaster ten years after Hurricane Katrina. *Feminist Formations* 28: 1-26.
- Martin, D. 1998. Optimizing census geography: the separation of collection and output geographies. *International Journal of Geographical Information Science* 12: 673-685.
- 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.
- 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.
- Pickett, N.R., Henkin, S., and O'Lear, S. 2019. Science, technology, and society approaches to fieldwork in geography. *Professional Geographer*, doi.org/10.1080/00330124.2019.1639204.
- 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.
- 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.
- 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.
- Schuurman, N. 2000. Trouble in the heartland: GIS and its critics in the 1990s. *Progress in Human Geography* 24: 569-590.
- 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.
- Widmer, S. 2016. Experiencing a personalized, augmented reality: users of *Foursquare* in urban space. In *Algorithmic life: Calculative devices in the age of big data*, eds. L. Amoore and V. Piotukh, pp. 57-71. New York: Routledge.
- 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.

WEEKLY SCHEDULE

date	general topic	class discussion	assignments	
W Aug 21	introduction to course			
	geographic concepts in human geography	space, place, territory	Massey 1993; Harvey 2006; Klinke	
W 28		<i>presentations: space, place, territory</i>	Zhou & Tseng; Jönsson	
		spatiality	Foucault 1980; Leszczynski	
W Sept 4		<i>presentations: spatiality</i>	Berman; Widmer	
		scale	Moore	
W 11		<i>presentations: scale</i>	Norman & Bakker; Smith & Ley	
		fields of study	spatial & GIScience	Chisolm; Schuurman
W 18			<i>presentations: spatial & GIScience</i>	Liu et al.; Martin (optional: Dunham)
			physical geography	tbd
W 25			<i>presentations: physical geography</i>	tbd
	Marxism		Massey 1979; Harvey 1996	
W Oct 2	<i>presentations: Marxism</i>		Addie; Springer	
	political ecology		Robbins, Swyngedoux & Heynan; Castree	
W 9	<i>presentations: political ecology</i>		Osborne; Huber	
	postcolonialism		Young; Said; McEwan	
W 16	<i>presentations: postcolonialism</i>		Mitchell; Sharp	
	poststructuralism	Dixon & Jones; Pickett et al.		
W 23	<i>presentations: poststructuralism</i>	Hiemstra; Reeves		
	feminism	Haraway; Peake		
W 30	<i>presentations: feminism</i>	Fluri; Leszczynski & Elwood		
	intersectionality & queer theory	Valentine; Oswin		

W Nov 6	<i>presentations: intersectionality & queer theory</i>	Luft; Moussawi
	critical race theory	Price; Coates
W 13	<i>presentations: critical race theory</i>	Pulido; Joshi et al.
	research as a political process	Fraser & Weninger; Kesby
W 20	<i>presentations: research as a political process</i>	Gibson-Graham; Cahill
	discussion (course, final papers)	
W 27	Thanksgiving break!	
W Dec 4	tbd	
M Dec 9	final paper due	