BACKGROUND TO COURSE

This course has evolved over time. Its evolution is integral to its purpose and its nature in that the course is as much a departmental product as it is the product of any particular course convenor. As such, it is a course that speaks to ways in which departmental views – both of itself and of the discipline – have shifted over time. The syllabus and our discussions will try and capture some of this evolution at the same time as each of us work through our own views of Geography and of the GSG.

Growing out of earlier versions taught by Bill Koelsch, this variant of the course draws on a syllabus designed and taught by Billie Lee Turner, II, a longtime member of the department who served twice as its Director and who remains a Research Professor though is now based at Arizona State University. Subsequently the syllabus was slightly modified by Professor Deb Martin in her role as Graduate Advisor. Since I began to convene the course in 2010, I have amended it somewhat to add new topics and to respond to feedback. As such the course conveys various images of the discipline and of Clark GSG’s place within that discipline that we can both learn from and enter into debate with. There is no single story here, and we will not all end the seminar with the same view of Geography – as long as we are respectful of each other’s views, this is good and healthy not least because part of the tradition (sensu Livingstone) that is Geography resides in this debate between differing views of where Geography has come from, where it is going to and why.

The course also briefly examines the underpinnings and logic of thought that guided early human and physical geography and so seeks to provide some historical grounding for the second “first-year” seminar Geography 318: Explanation in Geography. Given that Geography 318 addresses questions of epistemology, these are not prominent in this seminar though as will be evident some of the issues and debates around identity and institutionalization are related to differences over epistemology.

EXPECTATIONS AND OBLIGATIONS

Geography 368 assumes that the participants are serious scholars and expects that they will read a lot, and digest and prepare materials in a manner that is conducive to public presentation and discussion in the seminar. The seminar is divided into “research teams.” You will work in these teams to prepare a detailed response to, and discussion/elaboration of the readings and to lead
class discussion on that basis as well as to conduct the faculty interview assignment. While the assigned team is responsible for “first response”, all participants are expected to participate. Remember: a central lesson of graduate education is respectful criticism not only of each other's interventions but also of the materials one reads.

Readings are assigned in the Schedule below. Additional readings will be added as needed. Most of the readings will be made available on Cicada.

Also please:
   a. Make sure cell phones are turned off before coming into class
   b. Refrain from using laptops (except for the purpose of making presentations).

In summary, over the course of the seminar you will do the following:

1. Above all participate actively and constructively in class, which in turn requires that you have done the readings.
2. Prepare team based presentations in four different sessions
3. Conduct and make a team-based presentation for the interview assignment
4. Prepare over the course of the semester a 4-5000 word paper that makes an argument about the history and theoretical developments of “your” part of the discipline. I realize that you may still not know exactly what your part of Geography is, and that these are still early days. Think of this paper as a first crack at getting into "your" Geography.

Course books

The course hinges around readings. However, we will use chapters and readings from three books in particular, and you may find it useful to own these (they are in the university bookstore):


N. Castree, A. Rogers and D. Sherman (eds.) 2005 Questioning Geography. Fundamental Debates. Oxford/Malden, MA. Blackwell. (referred to as CRS in the reading schedule)

One book you may find helpful as a “crib-sheet” on jargon and definitions is the most recent edition of The Dictionary of Human Geography.

COURSE SCHEDULE & READINGS

Readings for each week are noted in the schedule, with full references at the end of the syllabus (together with other readings that have featured on the course in its different incarnations). "ALR" is Agnew, Livingstone and Rogers; "Livingstone” refers to the recommended text; “CRS” is Castree,
Rogers and Sherman. There may also be some readings recommended by faculty members visiting class, as well as by teams facilitating each class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Team</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 29</td>
<td>Introduction to the course, themes, issues, assignments, GSG at Clark</td>
<td>Koelsch, 1980</td>
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<td>2</td>
<td>Sept 5</td>
<td>Being Geography: identity, practice, institutionalization</td>
<td>Capel (1981, also in ALR); Livingstone (ch. 1, 3, 4); Hanson (1999); Stoddart 1982; Pattison 1964; Kates 1987; NRC 2010; Johnston, 2005 (in CRS); Viles, 2005 (in CRS); Castree, 2005 (ch. 17 in CRS)</td>
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<td>3</td>
<td>12</td>
<td>Determinism, possibilism, adaptation: environment and determination in geography</td>
<td>Livingstone (chs 6&amp;7); Semple 1901; Semple (ALR) Vidal de la Blache (ALR); Peet, 1985; Sauer 1925 (also in ALR, abridged); Barrows 1923; Stoddart 1966; Duncan 1980; Burton, Kates and White 1978; Watts 1983</td>
<td>2</td>
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<tr>
<td>4</td>
<td>19</td>
<td>Regions, space and “science” in geography</td>
<td>Whittlesey, 1954; Ullman, 1953; Kimble (in ALR); Hartshorne 1939: C3, 9, 11 (though see much shorter statement in ALR); Livingstone (8 and 9); Schaeffer 1953 (abridged version in ALR); Gould 1979; Ackerman 1963; Barnes, 1998; Berry and Garrison 1958; Sack 1972; Castree, 2005 (ch. 4 in CRS)</td>
<td>3</td>
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<td>5</td>
<td>26</td>
<td>No class, faculty interviews</td>
<td>See hand out for interviews</td>
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<td>6</td>
<td>Oct 3</td>
<td>Interview report back and discussion</td>
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<td>7</td>
<td>10</td>
<td>Radical geographies, public intellectuals</td>
<td>Anderson 1973; Blaut 1979; Peet 1975; Smith 1979; Duncan &amp; Ley 1982; Harvey (ALR); Kropotkin (ALR); Staeheli and Nagar, 2002; Olson and Sayer</td>
<td>1</td>
<td>Mark Davidson to visit</td>
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<td>Week</td>
<td>Date</td>
<td>Activity and Notes</td>
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| 8    | 17   | Changing physical geographies and Earth System Science (Land grab conference, NESTVAL)  
Clifford, 2001; Pitman, 2005; Johnston, 2006; K. Gregory (ch 8); Agnew & Spencer 1999; Grebmeier et al. 2006; Kulakowski and Veblen, 2007; Massey 1999; Lane, 2001; Rhoads, 2005 (in CRS) |
| 9    | 24   | Synthesis! Holy Grail, Pipedream?  
Turner, 1989; Turner, 2002; Clifford, 2002; Zimmerer, 1994; Burt, 2005 (in CRS); Hannah, 2005 (in CRS); Curry 2005 (in CRS) |
| 10   | 31   | GIS, visualization – heirs to spatial science?  
Goodchild, 1992 and 1997; NRC, 1997a; McCusker and Weiner, 2003; Kwan, 2002; Openshaw (in ALR); Orford (in CRS); Rogan and Chen, 2004; Rogan and Franklin, 2001; Barrett et. al. 2009; Vaclavik and Rogan, 2009; Alo and Pontius, 2008; Pontius et al., 2007; Eastman et al. 2005; Rindfuss and Stern, 1998. |
| 11   | Nov 7| Geographies, “past” and “other”  
Glacken (in ALR); Domosh, 1991; in ALR, chapters 6 (Haraway), 12 (Gregory), 20 (Rose) and 26 (Said); Butzer 1994; McKittrick and Peake (in CRS) |
| 12   | 14   | Economic and cultural geographies  
Relph, 1977; Tuan in ALR; Hagerstrand, 1970; Hagerstrand (ALR); Gregory (in ALR); Pierce, Martin and Murphy, 2011; Storper 2001; Shephard, 2011; Katz, 1998; Gauthier and Taaffe 2002; Barnes 2001 |
| 13   | 21   | Thanksgiving, no class |
| 14   | 28   | Human-environment  
Smith and O’Keefe (in LAR) |

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**Notes:**  
1. Ron Eastman to visit  
2. Chris Williams to visit

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**Final Notes:**  
- Chris Williams to visit  
- Ron Eastman to visit  
- Each team Identifies and make a brief presentation on an “other” geography

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**Assignments:**  
- Each team Identifies and make a brief presentation on an “other” geography

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**Final Exam:**  
- Date: TBA  
- Format: Comprehensive
<table>
<thead>
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<th>Date</th>
<th>Day</th>
<th>Notes</th>
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<tbody>
<tr>
<td>15</td>
<td>Dec 5</td>
<td>No class</td>
</tr>
<tr>
<td>16</td>
<td>Dec 12</td>
<td>Looking forward</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Final paper due</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY AND ADDITIONAL READINGS


Antipode (2008) Volume 40, Issue 3 Pages 345–497 special issue on public scholarship (articles by K Mitchell, D. Mitchell, Cope, Wright, and then others that may interest you)


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Kaplan, R.D. 2009 The Revenge of Geography Foreign Policy May/June 2009: 96-105


Peter Kropotkin, 1885 “What geography ought to be.” In ALR.


Massey, D. 2001 “Geography on the agenda” Progress in Human Geography 25(1): 5-17


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Geography 368-Fall 09

15


Geography 368-Fall 09


Trewartha, G.T. 1926 Recent thoughts on the problem of White acclimatization in the Tropics. *Geographical Review* 16, 467-478


