

Geography 421H1S: History & Philosophy of Geography

University of Toronto, Winter 2017

Mondays, 1-3pm

Sidney Smith 1078

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Office Hours: Mondays, 3:30-4:30pm; Thursdays, 2:30-4:30pm (or by appointment)

Course Website: Accessible through <http://portal.utoronto.ca> (see below)

Course Description:

From the sciences to the humanities, it has become common to speak of knowledge as ‘situated’: always partial, and always *from somewhere*. This seminar on the history and philosophy of geography is particularly concerned with the ‘where’. But as we follow geography’s emergence as a discrete academic discipline, and consider some of the key ideas underpinning this history, it will be crucial to place theories, debates, sites and individuals within a larger canvas, one particularly concerned with the operation of power.

Given the limitations of a single term, and our emphasis on English-language texts (or texts translated into English), we will focus on the period from the 15th century to the present, and on the significant and troubling relationships between geographical knowledge and ‘modernity’. Each week, we will work through readings that illuminate both a historical era and a philosophical approach (or approaches) to geography. You will also often do your own primary reading and research on the times and places in question.

Extensive knowledge of global history is not a requirement for this course, but historical curiosity is. So too is an interest in intellectual history, because geographic inquiry is only discrete in an institutional sense (and recently so), and it shares much with fields from biology to economics to literature. These three examples have been chosen because times affinities have been claimed – and continue to be claimed – between geography and the sciences, the social sciences, and the humanities. As we will see, this diversity has been a source of anxiety for geographers and some of their critics, but it may also turn out to be an indicator of the world’s complexity.

Evaluation:

Attendance and Participation:	20%
One-Page Reading Responses (3):	15%
Interpretative Essay – Proposal:	10%
Interpretative Essay:	35%
Interpretative Essay – Revised:	20%

Key Dates:

One-page Reading Responses:	At least 2 of 3 must be submitted by March 6
Essay Proposal due:	February 6 (electronically; returned February 13)
Essay due:	March 13 (electronically)
Revised Essay due:	April 7 (electronically)

The Course Environment:

Your primary obligations are: (1) to read the specified materials for a particular day, and to come to class ready to ask questions and foster conversations about those readings and the related lecture content; (2) and to contribute to a respectful classroom space. I am responsible for facilitating an enjoyable, open, and safe environment for conversation, but that responsibility is ultimately collective. Our subject material can be unsettling and upsetting, but it is also important that we confront it through discussion and debate. Do not hesitate to speak to me after class or during office hours if you have concerns about the course environment.

Please turn your cellphones to silent during class, and slip out of the room to text or talk. I prefer that you use a pen and paper, but if you wish to take notes and work on a laptop, do stay offline during class. Taking photos or filming during class is not permitted. Please ask me for permission if you wish to audio-record lectures.

Readings:

There is no textbook that adequately addresses the range of topics covered in this course. Instead, the reading list is drawn from three sources: academic journal articles, book chapters, and web-based material. While you can access journal articles through the Library's E-journals search option, and online material through the URLs below, all of the materials have been gathered on the Library's Course Reserves module; look for the **'Course Reserves' link on your Portal dashboard** (<https://portal.utoronto.ca>). If you are unable to access any source, please e-mail me.

While the benefits of 'free' readings are clear, you will consume a significant amount of paper if you print all of the sources listed below. I encourage you to work with PDFs online or print creatively (two pages per page, double-sided, on recycled paper...).

Note: Whether you own a copy or consult it from time to time in a library, *The Dictionary of Human Geography* (5th edition, 2009) will be an extremely useful resource for this course (and many others).

Class Schedule and Required Readings:

Class 1 (January 9): Introduction

(No reading)

Class 2 (January 16): Definitions and 'Traditions'

- Derek Gregory, "Geography," in D. Gregory et al eds., *The Dictionary of Human Geography*, 5th Ed. (2009), 287-295.

- Rebecca Lave et al, "Intervention: Critical Physical Geography," *The Canadian Geographer* 58.1 (2014), 1-10.
- James Sidaway, "The (Re)making of the Western 'Geographical Tradition': Some Missing Links," *Area* 29.1 (1997), 72-80.

Class 3 (January 23): The Earth in Focus

- Denis Cosgrove, "Imperial and Poetic Globe," in *Apollo's Eye: A Cartographic Genealogy of the Earth in the Western Imagination* (2001), 1-28.
- Marina Warner, "Here Be Monsters," *The New York Review of Books* 19 December 2013 (www.nybooks.com/articles/archives/2013/dec/19/here-be-monsters/).
- Look at Ortelius's *Theatrum Orbis Terrarum* (at <https://www.loc.gov/resource/g3200m.gct00003/?st=gallery> and other sites)
- *Find and bring to class a copy of one non-European 'world map' from before 1600*

Class 4 (January 30): Geography and 'Modernity'

- Dipesh Chakrabarty, "Introduction: The Idea of Provincializing Europe," in *Provincializing Europe: Postcolonial Thought and Historical Difference* (2000), 3-26.
- Miles Ogborn, "Historical Geographies of Globalisation, c. 1500-1800," in B. Graham and C. Nash, eds., *Modern Historical Geographies* (2000), 43-69.
- *Find and bring to class an image depicting a European encounter with 'foreign' nature and/or culture from the 15th-18th centuries*

Class 5 (February 6): Geography's Empires **ESSAY PROPOSAL DUE**

- Felix Driver, "Geography's Empire: Histories of Geographical Knowledge," *Environment and Planning D: Society and Space* 10 (1992), 23-40.
- Edward Said, "Empire, Geography, and Culture," in *Culture and Imperialism* (1993), 3-14.
- *Find and bring to class a visual example (map, painting, photograph, etc.) illustrating geography's role 'in the service of empire'*

Class 6 (February 13): From Enlightenment to Darwinism and Disciplinarity **ESSAY PROPOSALS RETURNED**

- Charles Withers, "Encountering the Physical World," in *Placing the Enlightenment: Thinking Geographically about the Age of Reason* (2007), 112-135.
- David Livingstone, "Race, Space and Moral Climatology: Notes Toward a Genealogy," *Journal of Historical Geography* 28.2 (2002), 159-180.
- Luciana Martins, "A Naturalist's Vision of the Tropics: Charles Darwin and the Brazilian Landscape," *Singapore Journal of Tropical Geography* 21.1 (2000), 19-33.
- *Find and bring to class an interesting excerpt from Charles Darwin's A Naturalist's Voyage Round the World (1839) (at <http://gutenberg.net.au/ebooks/fr100126.html> and other sites)*

NO CLASS FEBRUARY 20 - Reading Week

Class 7 (February 27): Nationalism, Geopolitics, and Regionalism

- Michael Heffernan, "Fin de siècle, fin du monde? On the Origins of European Geopolitics, 1890-1920," in K. Dodds and D. Atkinson eds., *Geopolitical Traditions: A Century of Geopolitical Thought* (2000), 27-51.
- Peter Kropotkin, "What Geography Ought to Be" (1885) (at https://atrium.lib.uoguelph.ca/xmlui/bitstream/handle/10214/1795/2-Kropotkin_b.pdf?sequence=1 and other sites)
- Halford Mackinder, "The Geographical Pivot of History," *The Geographical Journal* 23.4 (1904), 421-437.
- *Find and bring to class a nationalist geographical image from the late 19th or early 20th centuries.*

Class 8 (March 6): Technoscience and War

- Trevor J. Barnes, "'Desk Killers': Walter Christaller, Central Place Theory, and the Nazis," in P. Meusburger et al eds., *Geographies of Knowledge and Power* (2015), 187-201.
- Daniel Clayton, "Militant Tropicality: War, Revolutions, and the Reconfiguration of 'the Tropics', c. 1940-c. 1975," *Transactions of the Institute of British Geographers* 38.1 (2013), 180-192.
- *Find and bring to class a visual example illustrating geography's close relationship with the Cold War*

Class 9 (March 13): Radical Geography and Social Justice

ESSAY DUE

- Ruth Wilson Gilmore, "Fatal Couplings of Power and Difference: Notes on Racism and Geography," *The Professional Geographer* 54.1 (2002), 15-24.
- Hugh Prince and David M. Smith, "Questions of Social Relevance" and "Radical Geography – the Next Revolution?" *Area* 3.3 (1971), 150-157 [two short commentaries].

Class 10 (March 20): Humanism and the 'Cultural Turn'

- Denis Cosgrove and Peter Jackson, "New Directions in Cultural Geography," *Area* 19.2 (1987), 95-101.
- Stuart Hall, "Cultural Studies: Two Paradigms," *Media, Culture and Society* 2.1 (1980), 57-72.
- Yi-Fu Tuan, "Humanistic Geography," *Annals of the Association of American Geographers* 66 (1976), 266-276.

Class 11 (March 27): Genealogies of Gender and Sexuality

- Mona Domosh, "Towards a Feminist Historiography of Geography," *Transactions of the Institute of British Geographers* 16 (1991), 95-104.
- Janice Monk and Susan Hanson, "On Not Excluding the Half of the Human in Human Geography," *The Professional Geographer* 34.1 (1982), 11-23.
- Natalie Oswin, "Critical Geographies and the Uses of Sexuality: Deconstructing Queer Space," *Progress in Human Geography* 32.1 (2008), 89-103.

Class 12 (April 3): Post-Colonial, Anti-Colonial, & De-colonial Geographies

- Sarah Hunt, "Ontologies of Indigeneity: The Politics of Embodying a Concept," *Cultural Geographies* 21.1 (2014), 27-32.
- Tariq Jazeel, "Between Area and Discipline: Progress, Knowledge Production, and the Geographies of Geography," *Progress in Human Geography* (in press, available through the journal's OnlineFirst page; doi:10.1177/0309132515609713).
- Parvati Raghuram et al, "Rethinking Responsibility and Care for a Postcolonial World," *Geoforum* 40.1 (2009), 5-13.

REVISED ESSAY DUE FRIDAY, APRIL 7 (electronically)

Attendance and Participation:

With the exception of brief, 30-to-45 minute 'table-setting' lectures each week (slides will be posted on Blackboard), this will be a discussion-based course. It will challenge you to think about what is involved in 'doing' geography, to form a critical appreciation of the ideas that some geographers have committed to print, and to develop your own responses to readings and class conversations. I strongly encourage you to visit during my office hours in the first few weeks of the course. A brief chat will help me to learn about your academic background and interests, and this in turn should improve our discussions in class.

Aside from Week 2, where I will lead the general discussion, **each week two or three individuals will submit three questions** pertaining to the relevant assigned readings, linking these readings to broader course themes. I will compile these questions, and they will be the focus of our conversations. If you are scheduled to submit discussion questions, please **post them on the course website's Discussion Board by 10am on the day of the class in question**. Ask questions about compelling themes, but also about confusing ones!

The Assignments:

The One-Page Responses

I would like you to submit three short response pieces (no more than two pages double-spaced) over the course of the term. **At least two of these responses must be submitted by March 6.**

Each response should address the readings for a specific class; bring a paper copy of your response to class on the day in question. Whether you write them immediately after you complete the readings, or wait a day or two to reflect on the texts, responses should contain two elements: a brief (2-3 sentence) summary of one or more readings, followed by your own engagement with the readings. This engagement should move beyond a description of content to compare, contrast, and critique the readings, noting an author's significant contributions but also points where you disagree or are left puzzled. An ideal response is *both analytical and intertextual*, identifying particular themes and tracking them across multiple readings.

Responses should include clear references to the text(s) under consideration (with page numbers where appropriate), and they should be based on close reading rather than general impressions. As always,

spelling, grammar, and sentence structure are crucial – particularly here, because you are trying to *convince* the reader.

The Interpretative Essay

Choose a theme from the list below and write an essay of **10-12 double-spaced pages (12-point font)** documenting the ways in which geographers (understood broadly) have considered this topic over time. Given word limitations, *the aim is not to be comprehensive*, but to highlight an era that you believe to be important, to illustrate precisely the approach to your theme at that ‘moment’, and to stress the connections between geographical scholarship and the wider world. This paper will require you to conduct library research. Be sure to use **six or more scholarly sources** (not including sources from the course reading list, which you are certainly free to use as well). These should be both serious books and journal articles.

Select one of the following themes:

1. Class
2. Culture
3. Gender
4. Imperialism
5. Modernism
6. Nature
7. Race
8. Science
9. Sexuality
10. War

Start with a **2-3 page proposal** that includes three components: an ‘idea statement’ detailing how you intend to approach a particular theme; a tentative structure for your paper; and a minimum of five relevant sources that you have identified. **This proposal is due on February 6** (electronically), and will be returned by February 13.

The essay itself is due on March 13 (electronically), and will be returned within two weeks. Complete citations and a bibliography are required. Instructions for assignment submission will be provided early in the term.

Finally, you must submit a **revised essay** that responds to my comments and suggestions on the first ‘draft’. Your revisions will probably lengthen the original essay, but only by a few pages. You must **use the ‘track changes’ function** in Word or a similar program so that your **edits are visible**. Complete citations and a bibliography are required again. When reading your revised essays, I will be looking for additional material and sources, but also for the reorganization and reshaping of your original arguments. This revision stage is a crucial element of academic writing, and many other types of writing as well! **Your revised essay is due on April 7** (electronically), and will be returned to you by the end of the exam period.

The penalty for late submission of all assignments will be **5%/day**, or the closest number value to that percentage, *including weekend days*. Please maintain electronic copies of your assignments. Legitimate excuses aside, assignments submitted more than a week after the due date will not be accepted.

For more information on U of T writing resources and support, see www.writing.utoronto.ca and www.geog.utoronto.ca/resources/wit-program. You can also consult your College Registrar's Office for information on writing skills labs and courses.

Course Administration:

I will reply to e-mail messages within 24 hours, excluding weekends and holidays.

Extensions will be granted only in cases of illness or injury, and only after receipt of paper documentation (a completed University of Toronto 'Verification of Illness or Injury' form, or a letter from your Registrar's office). Please consult your college Registrar should you be having difficulties during term that prevent you from completing your course work due to extenuating circumstances.

You are certainly encouraged to discuss lecture content and readings with classmates. However, plagiarism and submitting an assignment under your name that you have not completed are offences under university policy. Plagiarism is quoting (or paraphrasing!) the work of an author without a proper citation, or citing an author without enclosing copied words in quotation marks. It is also an offense to submit academic work for which you have already obtained (or are concurrently seeking) credit. Please consult the "Rules and Regulations" section of the FAS Calendar (www.artsandscience.utoronto.ca/ofr/calendar/rules.htm) for further information, and have a look at www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.

For more material on academic writing, consult www.writing.utoronto.ca/advice. Go to <http://www.writing.utoronto.ca/writing-centres/arts-and-science> to book an appointment at one of the writing centres on campus. Material on the English Language Learning program (ELL) is at <http://www.artsci.utoronto.ca/current/advising/ell>.

If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or <http://studentlife.utoronto.ca/as>.

For matters related to mental health, please contact the Health and Wellness Centre: <https://www.studentlife.utoronto.ca/hwc>.

The Course Website:

Once you have logged in to the portal using your UTORid and password (see www.utorid.utoronto.ca for more information), look for the My Courses module, where you'll find the link to the GGR421 course website along with all of your Blackboard-based courses. The course website will contain copies of the syllabus, lecture slides, and other handouts.

All students should have a valid UofT email address, and you should also ensure that this address is properly entered in the ROSI system. Course announcements will be sent through Blackboard to this address. Forwarding your utoronto.ca e-mail to an external account (Gmail, Outlook, etc.) is not recommended, since in some cases messages sent to these accounts are filtered as junk mail.