

GGR 1105: HUMAN GEOGRAPHY CORE COURSE

Fall 2018

Fridays 12-3pm, SS5016

Instructor: Dr. Emily Gilbert
University College, B301
(416) 978-0751
emily.gilbert@utoronto.ca

Office Hours: Wednesdays 12-2pm

COURSE DESCRIPTION

The course will feature discussion of a number of issues pertaining to what life is like as an academic and some of the related skills and experiences that go along with it (e.g., the tenure process, journal peer review processes, tips on how to publish journal articles, research collaboration, conference presentations, teaching, the academic job market, relationship between academia and the wider world, public intellectualism, theoretical versus applied work, etc.). In addition, it will include engagement with non-academic career trajectories, including how skills and experiences from graduate school can contribute to (or hinder?) success in policy deliberations, activism, government and non-profit work, etc. It will also encompass an overview of non-profit work, major debates in the field, and of theory and explanation in geography. The course incorporates a workshop on proposal writing or research statement element for MA students. The main difference between GGR 1105H and GGR 1110H is in the reading load but also the contrast in specific goals. Specifically, GGR 1110H emphasizes critical reading and thinking drawing on contemporary texts by or relevant to geographers, discussion of readings and the role of theory and evidence in explanation, and perhaps also paying explicit attention to different writing styles. GGR 1105H is more of a wide-ranging course but with some emphasis on practical survival tips for academic and related spheres of life.

EVALUATION

Reading Responses	25%	September and October
Research Proposal Draft	20%	November 2, 2018
Peer review	20%	November 16, 2018
Final submission of concept paper	35%	December 7, 2018

READINGS

Readings are available on the Quercus course website. You are asked to do the required readings before class each week and to actively engage in discussion. In recognizing that public speaking can be challenging for many people, we will work hard as a group to foster a supportive space in the classroom, and to emphasize the importance of listening as well as speaking.

READING RESPONSES (25%)

You must write five short critiques of the readings assigned between week 2-7. Critiques should be about 250 words (1 page, single-spaced) and should be posted on Quercus by 12pm on the day **before** class. Your critical analysis should reflect on the week's readings: you should identify the main points of the readings, and identify particular issues for discussion either about a single reading, or with respect to how the various readings speak to one another, or are perhaps contradictory. As we proceed, you may reflect upon how the reading(s) build upon or undermine ideas that we have examined in class. These short critiques will be the jumping off point of our discussions, so where possible, please identify particular questions we can take up in class. Students are also expected to read the comments prepared by others, and to be ready to engage with the issues that are raised. Assessment will be based on content, style and your close reading and critical engagement of the text. Late assignments will not be accepted.

DRAFT RESEARCH PROPOSAL (20%) – due November 2, 2018

The main assignment of the course is to prepare a research proposal (more details below). The first stage of this process is to prepare a draft of the research proposal. You will be provided feedback on the draft by the instructor and two of your peers. The draft should be about 2,500 words and will include

- An outline of the topic/research question
- Brief overview of relevant literatures
- Brief overview of relevant methodologies

Your research proposal must be posted on Quercus and will be available to all members of the class.

PEER REVIEW (20%) – due November 16, 2018

You will be responsible for peer reviewing the research proposals of two of your peers (to be decided by lottery in class). You will be asked to provide a thoughtful and constructive review of the work of your classmates that addresses the research question, and the paper's theoretical and methodological frameworks. Peer reviews will be graded according to the quality of the feedback provided. The peer reviews should each be about 250 words. All the peer reviews will be posted on Quercus and will be available to all members of the class.

FINAL RESEARCH PROPOSAL (35%) – due December 14, 2018

A final version of your research proposal is due on Friday December 14, 2018. Your final version should be about 4,000 words and will include

- An outline of the topic/research question
- Literature review
- Methodology
- Timeline for completion of research/data collection and writing

When submitting your revised research proposal you should also include a brief letter that describes how you have or have not addressed the feedback provided in the review process, and your reasons for doing so/not doing so. All the final research papers will be posted on Quercus and will be available to all members of the class.

LATE PENALTIES, EXTENSIONS AND ACCOMMODATIONS

A late penalty of 5% of the total value of the assignment will be deducted from the grade per day for late work (including weekend days). Extensions will be granted in the case of illness or other emergencies, with appropriate documentation, and in discussion with instructor.

ACCESSIBILITY NEEDS

The University of Toronto is committed to accessibility. If you require accommodation for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: <http://studentlife.utoronto.ca/as>. You are also encouraged to speak with the course instructor about your requirements.

ILLNESSES AND ABSENCES

It is expected that students attend all classes. Please contact the course instructor if you will be absent.

ACADEMIC INTEGRITY

Plagiarism is an academic offense at UofT. Plagiarism is quoting (or paraphrasing) the work of an author (including the work of fellow students) without proper use of citation (and quotation marks when using an author's words). Students also should not be submitting any academic work for which credit has previously been obtained or is being sought, without first discussing with the instructor. Please consult the SGS policy on Academic Integrity (<http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx>) for further information and check the 'How not to plagiarize' website at: <http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>.

COURSE SCHEDULE: TOPICS AND READINGS

*****1. Monday September 10: INTRODUCTION**

- Doreen Massey (2005) “Opening propositions” and “Aspatial globalization” in *For Space*; London: Sage: 9-15 and 81-89.

September 14: no class

2. September 21: PLACE IN RESEARCH

- Eve Tuck and Marcia McKenzie (2015) *Place in Research: Theory, Methodology, and Methods*; Routledge. Pages xiiiv-47.
- David Harvey (2007) “Neoliberalism as creative destruction” *The ANNALS of the American Academy of Political and Social Science* 610(1): 21-44.
- Katherine McKittrick (2006) “I lost an arm on my last trip home: black geographies” in *Demonic Grounds: Black Women and the Cartographies of Struggle*; Minneapolis: University of Minnesota Press: 1-35.

3. September 28: DECOLONIZING PERSPECTIVES ON PLACE

- Eve Tuck and Marcia McKenzie (2015) *Place in Research: Theory, Methodology, and Methods*; Routledge. Pages 48-71.
- Eve Tuck and K Wayne Yang (2012) “Decolonization is not a metaphor” *Decolonization: Indigeneity, Education and Society* 1(1): 1–40.
- Sarah de Leeuw and Sarah Hunt (2018) “Unsettling decolonizing geographies” *Geography Compass*: 1-14. Early Online.
- Marcus Anthony Hunter, Mary Pattillo, Zandria F Robinson, Keeanga-Yamahtta Taylor (2016) “Black placemaking: celebration, play, and poetry” *Theory, Culture & Society* 33(7-8): 31-56.

4. October 5: METHODOLOGIES OF CRITICAL PLACE INQUIRY

- Eve Tuck and Marcia McKenzie (2015) *Place in Research: Theory, Methodology, and Methods*; Routledge. Part I: pages 75-166.
- Sara Ahmed “Evidence,” *Feminist Killjoys*, available at <https://feministkilljoys.com/2016/07/12/evidence/>
- Elly Harrowell, Thom Davies, and Tom Disney (2018) “Making space for failure in geographic research” *The Professional Geographer* 70(2): 230-238.

5. October 12: MAPPING AND GEODATA

- JB Harley (2001) “Maps, knowledge and power” in Denis Cosgrove and Stephen Daniels, ed. *The Iconography of Landscape: Essays on the Symbolic Representation*,

Design and Use of Past Environments; Cambridge: Cambridge University Press: 277-312.

- Maribel Casas-Cortes and Sebastian Cobarrubias (2008) “Drawing escape tunnels through borders” in Lize Mogel and Alexis Bhagat, ed. *An Atlas of Radical Cartography*; Journal Press: 51-66.
- Agnieszka Leszczynski (2015) “Geoprivacy” in Rob Kitchin, Travey P Lauriault, and Matthew W Wilson, ed. *Understanding Spatial Media*; London: Sage: 235-244.
- David Swanlund and Nadine Schuurman (2018) “Resisting geosurveillance: a survey of tactics and strategies for spatial privacy” *Progress in Human Geography* Early online.

WEDNESDAY OCTOBER 17: FIELD TRIP, 6pm-

- *Anthropocene* at the Art Gallery of Ontario <https://ago.ca/exhibitions/anthropocene>

6. October 19: KNOWLEDGE PRODUCTION

- Alison Mountz, Anne Bonds, Becky Mansfield, Jenna Loyd, Jennifer Hyndman, Margaret Walton-Roberts, Ranu Basu, Risa Whitson, Roberta Hawkins, Trina Hamilton and Winifred Curran (2015) “For slow scholarship: a feminist politics of resistance through collective action in the neoliberal university” *ACME* 14(4): 1235-1259.
- Kevin Ward (2005) “Geography and public policy: a recent history of ‘policy relevance’” *Progress in Human Geography* 29(3): 310-19.
- Kate Driscoll Derickson and Paul Routledge (2015) “Resourcing scholar-activism: collaboration, transformation, and the production of knowledge” *The Professional Geographer* 67 (1):1-7.

7. October 26: NATURE

- Neil Smith (1996) “The production of nature” in Jon Bird, Barry Curtis, Melinda Marsh, Tim Putnam, George Robertson and Lisa Tickner, ed. *FutureNatural: Nature, Science, Culture*; London: Routledge: 35-53.
- Steven Hinchcliffe and Sarah Whatmore (2006) “Living cities: towards a politics of conviviality” *Science as Culture* 15(2): 123-138.
- Jen Preston (2013) “Neoliberal settler colonialism, Canada and the tar sands” *Race & Class* 55(2): 42-59.

November 2: No Class – Draft Proposals Due Today

November 9: Reading Week: No Class

8. November 16: PLANETARY URBANISM

- Linda Peake, Darren Patrick, Rajyashree N Reddy, Gökbörü Sarp Tanyildiz, Sue Ruddick and Roza Tchoukaleyska (2018) “Placing planetary urbanization in other fields of vision” *Environment and Planning D: Society and Space* 36(3): 374–386.
- Tariq Jazeel (2018) “Urban theory with an outside” *Environment and Planning D: Society and Space* 36(3): 405-419.
- Neil Brenner (2018) “Debating planetary urbanization: for an engaged pluralism” *Environment and Planning D: Society and Space* 36(3): 570–590.
- Natalie Oswin (2018) “Society and space, here and now” *Environment and Planning D: Society and Space* ONLINE

Peer Review of Draft Proposals Due Today

9. November 23: INFRASTRUCTURE

- Aradau, Claudia (2010) “Security that matters: critical infrastructure and objects of protection” *Security Dialogue* 41(5): 491-514.
- Larkin, Brian (2013) “The politics and poetics of infrastructure” *Annual Review of Anthropology* 42 (1): 327–43.
- Omar Jabary Salamanca (2014) “Road 443: Cementing dispossession, normalizing segregation and disrupting everyday life in Palestine” in Stephen Graham and Colin McFarlane, ed. *Infrastructural Lives: Urban Infrastructures in Context*; London: Routledge: 114-136.

10. November 30: MOBILITY

- Kendra Strauss and Siobhán McGrath (2017) “Temporary migration, precarious employment and unfree labour relations: exploring the ‘continuum of exploitation’ in Canada’s Temporary Foreign Worker Program” *Geoforum* 78(1): 199-208.
- Jenna M Loyd, Emily Mitchell-Eaton, and Alison Mountz (2016) “The militarization of islands and migration: tracing human mobility through US bases in the Caribbean and the Pacific” *Political Geography* 53(4): 65-75.
- Amy E Ritterbusch (2016) “Mobilities at gunpoint: the geographies of (im)mobility of transgender sex workers in Colombia” *Annals of the American Association of Geographers* 106(2): 422-433.
- Madiha Tarir (2016) “The ground was always in play” *Public Culture* 29(1): 5-16.

11. December 7: CONCLUSIONS

- The SIGJ2 Writing Collective (2012) “What can we do? The challenge of being new academics in neoliberal universities” *Antipode* 44(4): 1055-1058.

December 14, 2018: Final Research Proposal Due Today