OBJECTIVES

Geography 345 is a one-term, three-credit course that aims to provide a series of mappings of the intellectual landscape of contemporary human geography. I say ‘intellectual’ but the course is also ‘political’ because its central concern is to expose the connections between power, knowledge and geography: and it is that emphasis on power that will give our discussions a political edge.

In the first part of the course, *Shaking the Foundations*, we will consider some of the ways in which geography has been positioned (and on occasion policed) in relation to various foundations: history; philosophy; science; economy; and culture. In the past, each of these would probably have been accorded a Capital Letter because they were often assumed to provide privileged vantage points – places of overview – but much more recently their claims to provide secure and certain knowledge – guarantees of a single Truth – have been called into question. In their place, it has become common to speak of geographical knowledges as ‘situated knowledges’: always partial, always provisional.
We will explore how this change has come about, examine its implications, and see how it helps us understand geography’s involvements (and investments) in colonialism and postcolonialism – issues that should be of great moment in any school of geography, but most of all in institutions like ours.

In the second part of the course, *Mapping the Concepts*, we will make a series of ‘visits’ to intellectual sites where human geographers have done some of their most characteristic work. In other words, we will examine some of the key concepts in contemporary geographical inquiry – ideas like ‘region’, ‘landscape’, ‘space’ and ‘nature’ – and try to understand how they have developed and changed (these are all contested concepts) and how they are connected to ideas in other fields (geographers are not the only scholars to work with them). We will also consider their implications for the ways in which we represent other people and other places: in writing, in visual images and maps, and in numbers and statistics. None of these constructions is innocent. Our concepts are freighted with power, and so too are our representations.

In the final part of the course, *Geography and war*, we will look at how some of these concepts and concerns bear on armed conflict in the contemporary world. Yves Lacoste once famously declared *la géographie, ça sert d’abord à faire la guerre*: geography’s primary purpose is to wage war. These lectures will raise not only analytical issues but also a series of political and ethical issues. It is those issues that run throughout the course, and they will animate much of our discussion.

I say ‘discussion’ advisedly. You will see that I have devoted three classes entirely to discussions of particular themes that follow directly from the previous lecture(s). *These are not classes to be skipped*. There will be other opportunities for shorter discussions. The course as a whole challenges you to think about what is involved in putting geography into practice, to form a critical appreciation of the ideas that some geographers have committed to print, and to develop your own ideas in response to the course readings, lectures and discussions. Like most things, it works best when we engage with one another.

**Office hours and availability**

I will be pleased to see you to discuss the course, to provide additional readings, and to help you prepare your term paper at any mutually convenient time. Please e-mail me to arrange an appointment: you will be neither a nuisance nor an interruption to my other work: derek.gregory@geog.ubc.ca. We will usually meet in my office at the Peter Wall Institute for Advanced Studies, though I can also be lured to any good coffee shop as long as it is off campus (which by definition it would be).

*Elliott Child will be marking the term papers: please DO NOT ask him for advice, since his hours of work are contractually limited, but ask me instead; similarly, any special arrangements for submission must be made through me.*
There is no textbook that covers the material discussed in this course: if there were, there would be no need for me to lecture. But you may find the following general texts helpful (call numbers shown in bold):

- Phil Hubbard, Rob Kitchin and Gill Valentine (eds) *Key thinkers on space and place* (20101) [second edition] GF21 K49 2011
- Stephen Daniels and others (eds), *Envisioning landscapes, making worlds: Geography and the humanities* (2011) GF 41 E556 2011

Of these, I particularly recommend many of the essays in Agnew and Livingstone; Cox is very good on the immediate history of contemporary human geography, while Livingstone gives an excellent account of its longer history and is widely regarded as the standard text on the history of geography; Cresswell gives the best overview of the larger philosophical and theoretical issues treated in this course.

You may also find the introductory essay I wrote with Noel Castree to *Human Geography* (Sage, 2012) helpful; you can download it from my website at geographicalimaginations.com (DOWNLOADS tab). The five-volume set is available in the GIC.
In the programme that follows, I have listed <KEY WORDS IN CAPITAL LETTERS> under the title of each lecture: these refer to extended entries in *The Dictionary of Human Geography* (Blackwell, 2009; **make sure you are using this edition**) edited by Derek Gregory, Ron Johnston, Geraldine Pratt and Michael Watts: I recommend that you read these entries carefully and, if you are interested in pursuing these ideas further (perhaps for your term paper), follow up some of the references shown there. I have placed several copies in the GIC; paperback copies are on sale in the UBC Bookstore in the Geography section [not Courses/Textbooks] and through amazon.ca, and if you are considering an application to graduate school, you should buy one. The kindle edition is the cheapest.

You may also wish to consult the 12-volume *International Encyclopedia of Human Geography* (2009) available online via Koerner: http://resources.library.ubc.ca/1598/.

The programme below also includes a set of references of direct relevance to the course. **Those shown in bold are required readings;** most of them are available online either through UBC Koerner Library’s e-journals [marked with an asterisk (*)] or as open access [marked with a dagger]. Although these refer to particular lectures, I have tried to identify readings that are likely to help you think through other issues too, and which you are likely to find helpful in other courses.

The other references identify the main texts that I discuss or suggest other readings that supplement the lectures; **they may also help you to plan your term paper.**

Among the key journals whose latest issues you should look at from time to time I particularly recommend:

- *Annals of the Association of American Geographers*
- *Antipode: a journal of radical geography*
- *Canadian geographer*
- *Cultural geographies*
- *Dialogues in human geography*
- *Environment and Planning A*
- *Environment and Planning D: Society and Space*
- *Gender place and culture*
- *Geografiska Annaler series B*
- *Geoforum*
- *Transactions of the Institute of British Geographers Political geography*
- *Progress in human geography*

Also check out *ACME an international e-journal of critical geography*: it can be accessed directly at [http://www.acme-journal.org/](http://www.acme-journal.org/)

Those must likely to help you keep up to date with this course are *Antipode, Dialogues, Society & Space, Transactions and Progress*. But don’t confine yourself to geography journals....
I encourage you to complete the relevant readings *before* each class and to raise questions for discussion each week, based on my lectures and your reading.

**What next?**

I hope that the ideas we discuss also help you in other courses, inside and outside Geography – this is not a closed shop! – and if any of you are thinking of graduate school in human geography I’d be happy to help you make up your mind.....

**PROGRAMME**

I will make most of the lectures available online in pdf form, but *this is not a substitute for attending classes*; each class covers a considerable ground, and I hope the pdf files make it easier for you to follow the argument without frantically trying to write everything down. *Please note that term papers that are cut-and-pastes from these files will receive a mark of zero.*

Many students find it helpful to bring up the relevant file on their laptops and make additional notes as we go, but it’s up to you how you choose to work with them.

This means that I have no problem with students using laptops or tablets in class provided their use is directly relevant to the course: playing computer games, following Facebook, Instagram, Twitter or e-anything else is disrespectful and disruptive to other students. Those who do not understand this will be asked to leave.

I do not play games in class or spring quizzes on you and I certainly don’t use ‘clickers’: this is a university not a high school. I lecture extensively, but I also allow time for discussion – and that works best, particularly in a course like this, when everyone has done the relevant reading and treats everyone else’s views and difficulties with respect.

**Thurs 10 Sept Introduction to the course**

Classes on the first day of term (Tuesday 8 September) are replaced by Imagine UBC and so the course will begin on Tuesday 10 September. The introduction to the course is not an optional extra: please make every effort to attend.

*No required readings*
1: SHAKING THE FOUNDATIONS

Tu 15 Sept  Intellectual histories and geographical traditions

Why do disciplines and fields of knowledge depend on intellectual histories? What are the consequences for contemporary geographical inquiry of telling ‘our’ story/stories in particular ways?

<GEOGRAPHY, HISTORY OF>

The texts I focus on here are Richard Hartshorne’s *The nature of geography* (1939) and David Livingstone’s *The geographical tradition* (1992), but I am less interested in the details of different histories of geography than in critical reflections on their implications.

For relevant discussions of general issues, see:

- *Andrew Barry, ‘Geography and other disciplines: genealogy, anamnesis and the canon’, Journal of historical geography 49 (2015) 85-93 [this is a special issue on how to write the history of geography]*
- David Livingstone, ‘The spaces of knowledge: contributions towards a historical geography of science’: Ch. 1 in Trevor Barnes and Derek Gregory (eds), *Reading Human Geography* (1996) [Note: this is an extract from a larger essay that originally appeared in *Environment and Planning D: Society & Space* 13 (1995)]
- Innes Keighren, Christian Abrahamsson and Veronic della Dora ‘On canonical geographies’, *Dialogues in human geography* 2 (3) (2012) 296-312 (see especially the responses)
The essays contained in Part One of John Agnew, David Livingstone (eds) *The Sage Handbook of Geographical Knowledge* (2011) provide an important suite of examples of the ‘spaces’ in which geographical knowledge is produced. I recommend you browse those essays and read carefully one or two that interest you the most.

For discussions of Hartshorne and war-time geographies (a theme we’ll pick up in more detail later) see:


Th 17 Sept  Philosophy with a capital P: positivism, post-positivism and geographical inquiry

Modern geography’s own ‘scientific revolution’ was staged in the 1960s and 1970s and involved an appeal to the Philosophy of positivism as ‘the’ scientific method. But how are we to understand the relationship between philosophical reflection and geographical inquiry? And what other philosophies are available, and to what ends? There are two reasons for focusing on Positivism, as I do here. The first is that positivism was used – largely retrospectively – to provide a philosophical foundation for spatial science; much of the subsequent history of (human) geography can be read as a sustained critique (or, rather, series of critiques) of spatial science, and so we need to think about its original base. The second is that those critiques have, for the most part, turned to non-positivist philosophies, not only of ‘science’ but also political and moral philosophy and not retrospectively but as an essential moment in their development.

<FOUNDATIONALISM> <PHILOSOPHY> <POSITIVISM>

For a clear discussion of spatial science and positivism, see:

- *Tim Cresswell, ‘Spatial science and the quantitative revolution’, in his Geographic Thought (2013) (Ch. 5) ONLINE VIA KOERNER

I don’t expect you to develop a detailed understanding of the major philosophies at play in modern geography, but there are three other texts that review some of the basic approaches that you should consult if you want to explore some of these ideas further (though I suspect Creswell is still your best bet):

The contemporary interest in alternative approaches – notably the various ‘posts’, most prominently post-structuralism, that we will consider later in the course – should not blind you to the continuing importance of quantitative, ‘scientific’ approaches to human geography. In this vein, for a brilliant and lively re-evaluation, see:


But there is, of course, more: the rise of ‘big data’ and new capabilities for data-management and analysis has created both new opportunities and new concerns. There is an important Forum in *Dialogues in human geography* 4 (1) (2014), and Eric Sheppard has an interesting essay – ‘We have never been positivist’ in *Urban Geography* 35 (2014) 636-44 – but here too the best contribution by far is Elvin’s:


If you want more on ‘big data’, see:

- You can find much more at [https://thedatarevolutionbook.wordpress.com](https://thedatarevolutionbook.wordpress.com), including free downloads of some of the chapters and a good bibliography.

**Note:** Although this lecture focuses on the Philosophy of positivism and how it does (and does not) bear on quantitative data analysis, if you had to identify the Philosopher who has cast the longest historical shadow over modern Geography it would be **Immanuel Kant**. His influence runs through Hartshorne’s *Nature of geography* and on, but it’s only recently that there has been any considered interrogation of his relevance: see Stuart Elden and Eduardo Mendieta, *Reading Kant’s Geography* (2011) or, for a quick overview, Stuart Elden, ‘Kant’s geographies’ [January 2013] at [http://www.berfrois.com/2013/01/stuart-elden-kant-space-and-time/](http://www.berfrois.com/2013/01/stuart-elden-kant-space-and-time/). See also Robert Louden, ‘The last frontier: the importance of Kant’s *Geography*, *Environment and Planning D: Society & Space* 32 (2014) 450-65.

If you wonder about **Hegel**, then try Dean Boyd, ‘Hegel’s geographical thought’, *Environment and Planning D: Society & Space* 32 (2014) 179-198; this is particularly useful if you want to come to terms with Marx’s role in contemporary geography (which we will approach through the work of David Harvey later in the course) since Marx’s writings were, in addition to much else, a critique of Hegel.

The contemporary philosophers (note the little ‘p’: even then the term is a difficult one) who have the most immediate impact on contemporary human geography include
Giorgio Agamben, Judith Butler, Gilles Deleuze, Jacques Derrida and Michel Foucault: we will encounter their work throughout the course.

**22 September: Last day to withdraw from the course through the Student Service Centre with no record (‘W’) on your transcript**

**Tuesday 22 September and Thursday 24 September: NO CLASSES**

**Tu 29 Sept  After Philosophy: Geography as situated knowledge**

This lecture focuses on the work of American science studies scholar Donna Haraway who complains that Philosophies-with-a-capital-P (like positivism) typically claim to see everything from nowhere in particular (which she calls a ‘God-trick’); she argues that all knowledge is situated, and outlines the implications of this, more modest view.

**<SITUATED KNOWLEDGE>**

Haraway’s essay is vital, and you need to think about it carefully; Slater’s essays will help you understand the implications of ‘situatedness’ and what to do about it (and also prepare the ground for the next two lectures); McFarlane and Wilson provide more advanced riffs on Haraway.

This lecture explores a much less episodic history of Modern Geography, and one with a much longer (and more complicated) history. David Stoddart argues that Modern Geography is, in its essentials, a ‘European science’ distinguished by its commitment to observation, classification and comparison. But do these also mark out modern geography as a Eurocentric science?

**<EUROCENTRISM>**

You might read Stoddart’s essay as background; Driver provides a radically different view of geography’s history, and also points towards the work of Edward Said (which we consider in the next lecture); Blaut and Peet offer some environmental reflections that hook up with our later discussions of ‘the politics of nature’.

- Jean Comaroff and John Comaroff, *Theory from the South: Or, how Euro-America is evolving toward Africa* (2012)
Edward Said (d. 2003) was a Professor of Comparative Literature with a remarkable geographical sensibility. His critique of Orientalism – of the ways in which ‘the West’ imagined ‘the East’ (and especially the “Middle East”) – remains as influential as it is controversial, but his concepts of imaginative geographies and contrapuntal geographies can help us move beyond the limitations of situated knowledge.

Said’s Orientalism is one of those rare books that every self-respecting student should read before they graduate, while After the last sky is a poignant reminder of his commitment to Palestine; ‘The lightening of possible storms’ is a brief sketch of the importance of his work today (Kennedy provides a detailed account). You need to think about Said’s conception of modern Orientalism, whose emergence he dates to the end of the eighteenth century, and what purchase it might have on our own twenty-first century (Graham and Haldrup et al are crucial here but you should also think of the wider and continuing wars in the ‘Middle East’ and North Africa and the refugee crisis in Europe and beyond).

- †Derek Gregory, ‘The rush to the intimate: counterinsurgency and the cultural turn in late modern war’, Radical philosophy 150 (July/August 2008) 8-23: available at www.geographicalimaginations.com (DOWNLOADS tab)
- Edward Said, After the last sky: Palestinian lives (1999 edn)


To bring down the vast edifice of Eurocentrism and Orientalism, many disciplines have turned to postcolonialism: and geography is no exception. But does it manage to tear up its colonial roots? Should it do so? And have we really left that colonial past behind? See:


• Alison Blunt and Jane Wills, ‘Decolonising geography: postcolonial perspectives’, in their Dissident geographies: an introduction to radical ideas and practice (2000) Ch. 5


• Leela Gandy, Postcolonial theory: a critical introduction (1998)


• *Pat Noxolo, Parvati Raghuram, Clare Madge, “Geography is pregnant” and “Geography’s milk is flowing: metaphors for a postcolonial discipline?” Environment and Planning D: Society & Space 26 (2008) 146-168

• *Parvati Raghuram, Clare Madge, Pat Noxolo, ‘Rethinking responsibility and care for a postcolonial world’, Geoforum 40 (2009) 5-13

• Joanne Sharp, Geographies of postcolonialism (2009)

• *James Sidaway, Chih Yuah Woon and Jane Jacobs, ‘Planetary postcolonialism’, Singapore journal of tropical geography 35 (1) (2014) 4-21

• David Slater, Geopolitics and the postcolonial: rethinking North-South relations (2004)
Th 8 Oct  (Post)Colonialism, Orientalism and Geography: a discussion

Readings as before

2: MAPPING THE CONCEPTS

Tu 13 Oct  Landscape and the lie(s) of the land

Carl Sauer, one of the principal architects of American cultural geography in the twentieth century, developed an approach to studies of cultural landscapes that proved remarkably influential. It was informed by a particular conception of Science (whose ideas have been reworked into more sophisticated forms in complexity theory) and remains important in historical-evolutionary studies of urban landscape change (‘morphogenesis’). On Sauer, see:


Sauer’s work produced a stream of dissenting views in the closing decades of the twentieth century that drew on quite other traditions in the humanities – especially art history and art theory – to emphasize the practices of viewing that enter into the construction of landscapes, and also on ideas from historical materialism to draw out the human labour that is at once invested in and concealed by the physical production of landscapes. More recently, there have been a number of experimental attempts to connect landscape more directly to ideas about practice and performance.

<CULTURAL LANDSCAPE> <LANDSCAPE>

Cosgrove and Daniels have been central in geographical approaches to landscape through art history; Rose provides a powerful feminist critique, but remains close to their approach (in this essay at least); Mitchell has developed the most detailed historical-materialist critique of concepts of landscape; the work of Olwig and Wylie opens up the concept of landscape to radically new investigations and performances; and Paul Carter is a personal favourite.
• Malcolm Andrews, Landscape and Western Art (2000)
• Paul Carter, The road to Botany Bay: a spatial history (1987)
• Denis Cosgrove, ‘Prospect, perspective and the evolution of the landscape idea’: Ch. 19 in Barnes and Gregory, Reading human geography and in Transactions Institute of British Geographers 10 (1985) 45-62
• Denis Cosgrove, Social formation and symbolic landscape (1981; 1998)
• Denis Cosgrove, Stephen Daniels (eds) The iconography of landscape (1988)
• Stephen Daniels, Fields of vision: landscape imagery and national identity in England and the United States (1993)
• James Duncan, The city as text: the politics of landscape interpretation in the Kandyian kingdom (1990)
• *Claudio Minca, ‘Humbold’s compromise, or the forgotten geographies of landscape’, Progress in human geography 31 (2007) 179-193
• *Don Mitchell, ‘Labor’s geography and geography’s labor: California as an (anti)revolutionary landscape’, Geografiska Annaler B 95 (3) (2013) 219-33 [and accompanying papers]
• Gillian Rose, ‘Looking at landscape: the uneasy pleasures of power’: Ch. 20 in Barnes and Gregory, Reading human geography and in her Feminism and geography (1993)
• John Wylie, Landscape (2007)
The region has been one of the key sites of geographical inquiry since the ancient Greeks, but their insistence on regional inquiry as an eminently political project can be traced (in different forms) right down to the present.

*<REGION> <REGIONAL GEOGRAPHY>*

Koelsch provides an accessible account of the classical foundations, while Barnes and Farish bring out the modern connections between regional geography, geopolitics and the state.

- *Mark Duffield, ‘From immersion to simulation: remote methodologies and the decline of area studies’, Review of African Political Economy 41 (2014) supplement S75-S94*

**Note:** There are other – different but related – concepts, particularly the couplets territory and border – that are also extremely important to think through. For territory, you need to engage with Stuart Elden’s work, particularly his *Terror and territory: the spatial extent of sovereignty* (2009) and *The birth of territory* (2013); you can get a quick insight into his thinking from his ‘Land, terrain, territory’, *Progress in human geography* 34 799-817. On borders, try Reece Jones, *Border Walls: security and the war on terror* (2012).

**16 October** Last day to withdraw from course through the Student Service Centre (with ‘W’ on your transcript); later withdrawals require Faculty approval

**Tu 20 Oct (Mis)placing place**

‘Place’ is another central term in the geographical lexicon – I suspect most people would say that Geography is about the study of places – that has proved remarkably hard to
define. This hasn’t stopped critics complaining that we live in an increasingly anonymous, ‘placeless’ world, but others have developed more nuanced views of the connections between place, difference and identity in an increasingly globalized world.

<PLACE> <POWER-GEOMETRY>

Massey’s ‘Progressive sense of place’ is a classic essay, brief and to the point, but you should read it critically; I recommend reading any one of the other authors to develop a more detailed appreciation of what ‘place’ can be made to mean.

For Massey and discussions of her work see:

- David Featherstone and Joe Painter, Spatial politics: essays for Doreen Massey (2013) (AVAILABLE ONLINE VIA KOERNER)

For other conceptions, criticisms and demonstrations of place, see:

- Ben Anderson and Paul Harrison (eds), Taking-Place: non-representationale geographies (2010)
- Tim Creswell, In place/out of place (1996)
‘Space’ is another of geography’s keywords, but the idea of ‘the production of space’ may seem troubling to you. It has its origins in the work of French philosopher Henri Lefebvre, but here I focus on the work of David Harvey, still one of the most influential geographers writing in the English language today. Harvey returns to Marx’s work to develop a particular view of the importance of space to contemporary capitalism.

You simply must read some Harvey (see below); for video of Harvey reading Marx, and much more besides, see Reading Marx’s Capital with David Harvey at http://davidharvey.org. For commentaries, before or after you dip into Harvey:

- Greig Charnock, ‘Lost in space? Lefebvre, Harvey and the negation of spatiality, South Atlantic Quarterly 113 (2014) 313-25

The critical reader contains a full bibliography of Harvey’s writings; those works listed below are confined to those that most directly address productions of space:

- David Harvey, Social justice and the city (1973)
- David Harvey, The condition of postmodernity (1989)
- David Harvey, Paris: capital of modernity (2003)
- David Harvey, Cosmopolitanism and the geographies of freedom (2009)
- David Harvey, The enigma of capital (2010)
- David Harvey, Rebel cities (2012)

If you want to pursue Lefebvre:

Tu 27 Oct  Spaces of exception

Although Harvey doesn’t treat space as a stage for human action or a container in which events happen, many of his critics complain that his conception of space isn’t troubling enough. They have been busy developing other theorizations of space and its significance for the conduct of social and political life. If you want to know more, try:

- Mike Crang, Nigel Thrift (eds) Thinking space (1999)
- Doreen Massey, For space (2005)
- Jeremy Crampton and Stuart Elden (eds), Space, knowledge and power: Foucault and geography (2007)

This lecture focuses on a particularly troubling (and paradoxical) space – the space of exception – as described by the Italian political philosopher Giorgio Agamben.

<EXCEPTION, SPACE OF> <HOMO SACER><HOLOCAUST>

Agamben’s account of the space of exception trades in part on a critical (and I think mischievous) reading of Foucault and on a fiercely critical reading of Carl Schmitt, on which see:

- Stephen Legg (ed) Spatiality, sovereignty and Carl Schmitt (2011)

For our purposes, Agamben’s key texts are Homo sacer: sovereign power and bare life (1998); Remnants of Auschwitz: the witness and the archive (2002); and State of exception (2005).
For substantive studies that have worked with (and criticised) Agamben’s ideas, particularly his claims about the law and about bare life, see:

- *Derek Gregory, ‘The Black Flag: Guantanamo and the space of exception’, Geografiska Annaler B89 (2006) 405-27 [This is a special issue devoted to Agamben].
One of the ways in which geographers have sought to activate concepts of space – to make space appear something other than dead and inert, merely a container for action -- is through ideas of performance. But what is the difference between performance and performativity? And what does space have to do with either of them?

<PERFORMANCE> <PERFORMATIVITY> <NON-REPRESENTATIONAL THEORY>

The lecture works towards the ideas of feminist critic Judith Butler. Jackson and Loxley are general interdisciplinary surveys; Nash provides a helpful introduction to the issues in geography – Rose is more challenging – while Pratt provides a clear account of the implications of thinking of Butler as a spatial theorist (Butler herself admits that she has only very recently started to think about space – hence the short lecture/article I’ve selected below).

On performance see:

- Erving Goffman, The presentation of self in everyday life (1956)
- See the journals *TDR: The Drama Review [available via Koerner e-journals] and Liminalities: a journal of performance, available online at http://liminalities.net [see, for example, Jason Del Gandio, ‘Performing the Dum’ Dum Doctrine: a non-representational account of Bush’s adventurism’ in 2.1 (2006)]

On performativity see:


- On Judith Butler’s work more generally, see:
  

**Th 5 Nov  Mappings**

J. Brian Harley’s work was seminal in showing the connections between maps, power and knowledge. Maps typically claim to be objective, accurate and truthful: but can they ever be? Is it possible to draw on the methods of the humanities to read maps to reveal their hidden assumptions, covert meanings and strategic silences?

<CARTOGRAPHY, HISTORY OF>

Harley’s essays are pivotal; Belyea complains that they don’t go far enough, while Jacob and Pickles develop his ideas in artful ways. Pickles is probably the most accessible; slavick provides one example of how contemporary cartography and art can carry a considerable political charge. Harley’s work has been revisited in a special issue of *Cartographica* 50 (1) (2015): ‘Deconstructing the map: 25 years on’

- Elsa Chavinier and Jacques Lévy, *A cartographic turn* (2014)
- Denis Cosgrove, *Apollo’s Eye: a cartographic genealogy of the earth in the western imagination* (2001)
- *Cultural Geographies* Special Issue on ‘Indigenous cartographies’: vol. 16 (2009)
Tu 10 Nov  The Great Divide? Posthumanism and the politics of nature

In 1959 British scientist/novelist C.P. Snow famously distinguished ‘two cultures’ – one from the sciences and the other from the arts – and his reflections raise a series of questions about what is at stake in claiming to be (or not to be) a Science. These also impact on how we understand ‘culture’ and ‘nature’ and on the relations between ‘human geography’ and ‘physical geography’.

\(<\text{GEOGRAPHY}>\,<\text{NATURE}>\,<\text{POLITICAL ECOLOGY}>\)

According to Raymond Williams ‘nature’ is one of the most complicated words in the English language. So what is ‘nature’? Can it be separated from ‘culture’? And if not, what happens when we try to do so?

For discussions of the ‘social construction of nature’ and the politics of nature, see:

For critical discussions of the Anthropocene and its implications for geography, see:

- Nigel Clark, Inhuman nature: sociable life on a dynamic planet (2011) [and Book review symposium in Progress in human geography 36 (5) (2012)].
- *Sue Ruddick, ‘Situating the Anthropocene: planetary urbanization and the anthropological machine’, Urban geography (online August 2015)

For discussions of posthumanism and ‘more-than-human’ geographies see:

- Jane Bennett, Vibrant matter: a political ecology of things (2010)
- Bruce Braun and Sarah Whatmore (eds) Political matter: technoscience, democracy and public life (2011)
Th 12 Nov  Tropicality and intemperate nature

What about ‘other’ natures? What is the political and cultural significance of identifying non-temperate (and here, specifically tropical) natures? The concept of tropicality was proposed by historian David Arnold, and the two issues of the Singapore journal of tropical geography develop his ideas in interesting directions.

<TROPICALITY>

- David Arnold, The problem of nature (1996)
- David Arnold, The Tropics and the travelling gaze: India, landscape and science 1800-1856 (2006)
- Derek Gregory, ‘Cultures of travel and spatial formations of knowledge’, Erdkunde 54 (4) 297-319 [see the discussions of Alexander von Humboldt in South America and Mary Kingsley in West Africa]
3: GEOGRAPHY AND WAR

Tu 17 November  The natures of war

‘Nature’ is often treated as a resource bank that triggers conflict – conflict commodities, resource wars and the rest – but what happens when nature is seen as a medium through which military and paramilitary violence takes place?

- Santanu Das, Touch and intimacy in First World War literature (Cambridge: Cambridge University Press, 2008)
Th 19 November  Drones and remote geographies

Advanced militaries are increasingly reluctant to risk (their own) ‘boots on the ground’. There is a long history of waging war at a distance; its most visible modern form is war from the air, including the use of missiles and bombing campaigns, but later modern war has radicalised these transformations through a series of remote platforms (‘drones’ like the Predator and the Reaper) and the conduct of cyber attacks. How has this changed the geography of today’s armed conflicts?

- Grégoire Chamayou, *A theory of the drone* (2015) [I have provided a series of commentaries on the original French version of this book at geographicalimaginations.com]
- *Derek Gregory  ‘From a view to a kill: drones and late modern war’ Theory, culture and society 28 (2011) 188-215
- †Derek Gregory, ‘Drone geographies’, Radical philosophy 183 (2014); available at geographicalimaginations.com (DOWNLOADS tab)
Tu 24 November  Geopolitics, spaces of exception and targeted killing

- †Derek Gregory, ‘Dirty dancing: drones and death in the borderlands’ (forthcoming)
- †See also the reports available from *Forensic Architecture* on drone strikes at Datta Khel, Mir Ali and Miranshah at http://www.forensic-architecture.org/case/drone-strikes/

Th 26 November  War, law and space  CRAIG JONES

For more than a decade there has been considerable traffic between critical legal studies and critical human geography – spearheaded by the brilliant work of Nick Blomley at SFU – but remarkably little attention has been paid to the geographies of international law. And one of the distinguishing features of later modern war is the formation of a legal armature governing military violence, notably through the provisions of international law, and the emergence of “operational law” in which military lawyers are embedded in the targeting process and are required to offer advice to commanders in combat.


Tu 1 Dec Geographies of /and war: a discussion

<WAR>

Th 3 Dec  Final Examination briefing
EVALUATION

By term paper (50%) and final examination (50%).

Term paper

You have **two choices**: EITHER (A) OR (B)

(A) SET QUESTIONS

If you elect this option, you must submit an original term paper that answers **one** of the following questions:

1. Edward Said published his critique of Orientalism in 1978. How has its relevance changed since then?
2. ‘Human geography has long emphasised its scientific credentials, but in recent years it has been conversations with the arts that have produced some of the most significant changes to its theories and methods.’ How far do you agree?
3. In what ways can the study of militarised drones (‘unmanned aerial vehicles’) be illuminated by recent theorisations of space?
4. John Wylie has suggested that landscape be turned ‘from a distant object or spectacle to be visually surveyed to an up-close, intimate and proximate material milieu of engagement and practice.’ Why and how?
5. Geographical knowledge is produced at many sites outside the university (from the CIA through Human Rights Watch to Shell and beyond). Identify and compare **two**. Your evaluation should include – but need not be limited to – the analytical depth and societal implications of their geographies.
6. Why does it matter that spaces of exception are **spaces**?

These have all been taken from last year’s final examination, where they produced some of the best answers. In each case, though, you are required to produce a term paper not an examination answer, which means that everything I say below about submitting a proposal, about the style of the paper, and about submission applies to you too. And none of them can be answered from any one lecture alone: you **must** go beyond what I say in the lectures.
If you elect this option, you must submit an original term paper that critically considers any of the major thinkers, texts or themes covered in this course. This requirement implies two things:

- The paper must be your own work and must not have been submitted for any other course; I will, of course, help you, and you can draw on materials you have learned elsewhere: but this must be a paper directed squarely at the objectives of Geography 345.
- The paper must be critical: this does not mean rubbishing your subject, but neither does it mean merely repeating what I said in class or what you have read elsewhere: you need to provide your own careful and constructive appraisal of your subject.

To give you some ideas: In previous years, term papers have

- tackled the implications for geographical inquiry of the work of thinkers like Giorgio Agamben, Judith Butler, Michel Foucault, David Harvey, Donna Haraway, Henri Lefebvre, Edward Said;
- provided critical readings of texts like Foucault’s *Discipline and punish*, Agamben’s *Homo sacer*, Harvey’s *The condition of postmodernity* or Soja’s *Thirdspace*;
- considered themes like Geography and the history of science; Geography and Orientalism; Geography and (post)colonialism; Geography and feminism; Geography and travel-writing; Geography and the ‘war on terror’; the production of nature....

**But these are only ideas: I encourage you to talk with me about your own ideas and interests at an early stage in planning your paper.**

**Term papers that are largely empirical or offer a single case-study are not appropriate for this course – so this is not an opportunity to dust off your previous paper on the Downtown East Side or Vancouver as a postmodern city (or Vancouver as anything...).**

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**Proposal**

You must provide me with a one-page proposal for your term paper by 17 October at the latest: this does not mean that you must restrict yourself to themes covered up to then. On the contrary: **look ahead and ask for advice if you need it.** This means considering the course outline very carefully, reading some of the relevant references, and following up what you find there. *It does not mean turning to Google;* general search engines are of extremely limited value for an assignment of this kind, and it is far better to use Google Scholar (but do so carefully, creatively and selectively). Also read the relevant entries in the Dictionary of Human Geography. One last cautionary note: wonderful though Wikipedia can be, it will not provide you with everything you need –
and in addition to information, the crucial test is what you do with it. So spend time thinking about the materials you discover.

The proposal must include:

- A working title
- A one-paragraph outline of the main ideas/themes
- A preliminary bibliography (at least six references of direct relevance)

I will return the proposals to you, signed, with comments and any suggestions. Papers that have not been approved by me will not be accepted. I recognize (in fact, I hope) that the final paper will differ in several respects from your original proposal – it will, after all, be the product of much wider reading, research and reflection – but it should none the less address the same topic approved by me. There is no need to make a revised submission unless your work takes you in a radically different direction – in which case you MUST request approval for a change of topic before you start writing.

DO NOT LEAVE WORK ON YOUR TERM PAPER UNTIL THE LAST FEW WEEKS OF TERM

Style guide

Note: Papers that do not conform to these guidelines will be penalized.

1. Papers should be around 15 text pages in length (i.e. excluding illustrations and bibliography); spacing either 1.5 or 2.0; they must be professionally presented, with correct spelling, punctuation and grammar. Do not use sexist or racist language unless this appears in a quotation (in particular: if you do not mean the masculine ‘man’ or ‘men’ then use ‘people’ or ‘humankind’).

2. Papers must have a clear and coherent argument (logic); they must have an informative title, and sub-headings must be used to signpost the argument. This does not mean that you need a ‘thesis statement’, whatever that is; it simply means there must be a purpose, direction and development to your paper.

3. Maps, diagrams and illustrations must be incorporated into the body of the paper, clearly titled, and referred to as Figure 1... etc. in the text.

4. Essays must refer to the relevant readings for the course: though you need not confine yourself to those readings -- and those who do best will have read beyond them: see me if you need more help -- you must demonstrate that you have read and thought about the readings I have assigned. All sources for direct quotations must be given. References and notes must be numbered in the text (1), (2) etc. and given either as footnotes on the page or endnotes at the back of the paper; a full bibliography must appear at the end of the paper.
5. You must make a back-up copy of your paper on disk and retain this until the marked paper has been returned to you.

6. I do not mark on a bell curve, and I have attached a **marking scheme** to this course outline for your guidance; **please consult this before beginning work because it indicates what I am looking for**. A copy of this marking scheme will be returned to you with your graded essay, with the appropriate descriptions ringed.

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### Submission

You **must submit** your term paper to me or to my TA, Elliot Child, clearly marked with your name and the course number. DO NOT SLIDE THEM UNDER MY OFFICE DOOR. **When you submit the hard copy you must attach a copy of your original proposal signed by me.**

Term papers submitted on or before **24 November** will be returned with a grade and a detailed commentary; essays that are submitted between 25 November and **3 December** will be returned with a grade only (but no penalty).

In fairness to other students, submissions after **3 December** without good reason will be penalized. **If you get into difficulties, don’t panic: I don’t bite, so talk to me!**

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### Oral examination

To guard against plagiarism I reserve the right to inspect notes for and drafts of term papers and to examine students orally on submitted papers and, if necessary, to submit digital versions of essays to e-screening. You **must retain a copy of your term paper until the original has been returned to you.**

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### Return

Please collect your term paper from the GIC. Since the term papers will be marked by my TA, they will not be available before the final examination: I always check the marks for the term paper against the mark I give for the written examination, and where the grade for the term paper is significantly lower I read the paper myself.

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### Written examination

There is **no mid-term examination**: I don’t think these are appropriate for senior-level courses of this nature.

The **written examination** (2 hours) will be held during the regular examination period in December. It will require **two essays** selected from a set of eight to ten questions, and will involve knowledge of material covered in lectures and contained in the required
readings. Since I attach little value to memorizing, skimming and repeating – the mantra for far too many assessments – **I will distribute the questions in advance** to give you an opportunity to do additional reading and to think carefully about your answers. **You will need to do both of these things to do well.** None of the questions will be limited to a single lecture, so you will need a good grasp of the course as a whole to do well; good answers will also display a critical appreciation of the required readings. **In addition, you may not answer questions that duplicate materials covered by your term paper.**

In fairness to the class as a whole, I will not be available for individual consultations about the examination once the questions have been distributed.

*Please note that the examination will be given on the published date only; alternative arrangements will only be made for medical or compelling personal reasons.*

**Withdrawal and academic concession**

*Withdrawal through the Student Service Centre:* If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before **22 September 2015**. If you wish to withdraw from this course with only a withdrawal standing (“W”) on your transcript, you must do so on or before **16 October 2015**.

The Student Service Centre will not be available after 16 October; later withdrawals require Faculty approval.

If you encounter medical, emotional or personal problems that affect your academic performance in this course, please notify me and Arts Academic Advising/Centre for Arts Students Services, located in Buchanan D111 (call 604 822-4028 or e-mail arts.ask.e@ubc.ca); for more information go to [http://students.arts.ubc.ca/academic-planning-advising/advising/academicperformance/help-academic-concession.html](http://students.arts.ubc.ca/academic-planning-advising/advising/academicperformance/help-academic-concession.html). You can also receive friendly and professional help from Counselling Services in Room 1040 Brock Hall (1874 East Mall); see [http://www.students.ubc.ca/livewelllearnwell/counselling-services](http://www.students.ubc.ca/livewelllearnwell/counselling-services) or call 604 822-3811.
TERM PAPERS: GRADING GUIDE

This is exactly what it says: a guide. It is intended to help you understand the reasons for your grade and to assist you in preparing future term papers. It should be read in conjunction with the Guidelines provided for the submission of term papers for this course. If you wish to discuss your mark with me I will be happy to do so, but I do not change grades following such informal discussions; there is a formal University procedure for appealing assigned standing and you should consult the UBC Calendar if you wish to do so.

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<tr>
<th>RESEARCH AND CONTENT</th>
<th>ORGANIZATION AND LOGIC</th>
<th>STYLE AND CLARITY</th>
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<tbody>
<tr>
<td><strong>EXCELLENT</strong></td>
<td>Impressive research: wide, careful and critical reading beyond the required/assigned texts; Situates subject in wide context; Excellent use of examples.</td>
<td>Critical and imaginative approach; Intelligent use of theories/ideas to structure argument; Excellent use of illustrations, professionally presented, titled + referred to in text; Convincing conclusion showing ability to evaluate and synthesize.</td>
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<tr>
<td>A+ 90-100 A</td>
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<td>A 85-89 A- 80-84</td>
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<tr>
<td><strong>GOOD</strong></td>
<td>Thorough research: careful and critical reading; Some attempt to situate subject in wide context; Good use of examples.</td>
<td>Careful and constructive approach; Some use of theories/ideas to structure argument; Good illustrations, carefully presented, titled and referred to in text; Effective conclusion, with some evidence of evaluation and synthesis.</td>
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<td>B+ 76-79 B</td>
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<td>72-75 B- 68-71</td>
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<td><strong>FAIR</strong></td>
<td>Uneven and/or largely derivative research; Little attempt to situate subject in wide context; Insufficient or undeveloped examples.</td>
<td>Run-of-the mill approach; Insufficient acknowledgement of theories/ideas behind the argument; Satisfactory illustrations; Simple, skeletal conclusion.</td>
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<td>C+ 64-67 C</td>
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<td>60-63 C- 55-59</td>
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<td><strong>POOR</strong></td>
<td>Inadequate research; No attempt to situate subject in context; Inadequate or inappropriate examples.</td>
<td>No obvious argument or structure; Little or no acknowledgement of theories/ideas; Poor or no illustrations; Conclusion merely restates the question.</td>
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