

THE UNIVERSITY OF BRITISH COLUMBIA

Geography 345

THEORY AND PRACTICE IN HUMAN GEOGRAPHY

Winter 2020: ONLINE VERSION

Tuesdays and Thursdays 1400-1530

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Please note that you are responsible for reading this Course Guide carefully and completely and making sure that you understand all the requirements and deadlines; if anything is unclear, please contact me.

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; 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, drawing on my current research. 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 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.

LEARNING UNDER COVID

Teaching and studying online in the middle of a global pandemic presents unusual and unprecedented challenges. They are at once personal and emotional, technical and pedagogical. I am as new to this as you are, and I hope we can all be patient with one another. If you need help – either with the course or because you are experiencing difficulties in participation through your personal circumstances – please let me know (in

confidence) and I will do everything I can to help you, or at least find someone who can do so better than me.

FOR TECHNICAL ASSISTANCE WITH CANVAS, REMOTE ACCESS AND THE REST SEE:

<https://learningcommons.ubc.ca/tech-support/ask-us/>

If you have barriers to accessing online classes and exams, contact a UBC Vancouver [Enrolment Services Advisor](#). Together, you can review what resources are available based on your individual situation. Call 604 822 9836 or toll-free 1 877 272 1422.

Studying online requires significantly more attention (and motivation!), and I know that many of you will be trying to do so in less than ideal circumstances. But you are not alone. If you want to see how some UBC students are adjusting (and to read some useful advice), try these:

https://you.ubc.ca/ubc_stories/covid-19/

<https://www.arts.ubc.ca/news/arts-students-advice-on-learning-during-covid-19/>

More really good UBC advice here:

<https://keeplearning.ubc.ca>

There are other, more general tips and good advice here:

<https://www.timeshighereducation.com/student/advice/tips-studying-online-and-home-university-students>.

<https://blog.foster.uw.edu/online-class-tips/>

The most important things, I suspect, are these:

- **be kind to yourself (and others)**, which includes making your goals realistic and rewarding yourself periodically – I don't mean online shopping either; simply promising yourself you'll read some more chapters of a novel, listen to some new music, go for a walk, talk with a friend once you've finished a particular lecture, task or assignment;
- **resist the temptation to become addicted to catching the latest news about the pandemic**; nothing wrong with knowing what's happening in the world (far from it – I encourage that in all my students) but there is a lot more happening than Covid-19 and a singular fixation on that is actively unhealthy (but PLEASE do follow the advice of health care professionals when you are out and about);

- do not neglect **self-care**: make sure you have regular breaks from your screen and take time out; exercise or at the very least go for a walk in the fresh air (or rain if you are in BC); do not forget to eat good food; sleep well!
- try and develop a **routine** so that your day (or at least your week) has a structure to it, including time for much, much more than studying; it's really never a good idea to roll out of bed and head straight for the screen: breakfast is essential, but I recommend a short walk and/or exercise before you start your day;
- **be mindful of when, where and how you work best** – it takes a while to work that out, and many people never do – but if you can optimize those things it will be a great help to you; if you can secure a space just for your work that would be ideal, but I know that is often difficult or even impossible – still, since you will be spending more time than usual staring at a screen make sure that at least you are sitting in a comfortable chair, looking down at the screen and with support for your back (a rolled towel if nothing else);
- **don't rely on the onscreen materials as your virtual notebook and a substitute for your own notes.** Most of what you need will be there, but the trick to effective studying – even without a pandemic hanging over you – is to **make your courses your own**. Students who take notes during a lecture using pen and paper (I know, I know) usually retain 30-40% more than those who simply bang away at their keyboards. (more here: <https://theconversation.com/note-taking-by-hand-a-powerful-tool-to-support-memory-144049>). Don't aim for verbatim transcripts – write down the important and the interesting; circle the stuff you want to know more about, including any questions or reactions of your own, and follow it up as soon as you can; add in your reading notes as the term progresses – you can't do all the reading (I do know that) but, again, when you read an article or an extract don't go for verbatim transcripts (unless it's a really juicy quotation) and certainly don't settle for highlighting pdfs: these are **your** notes, the result of **your** inner dialogue with the author and, again, add **your** reactions and questions. In an ideal world you would then transfer all this into a series of documents on your laptop, organized into files – but given the extraordinary amount of time you'll be spending online under the present circumstances it may be that hard copy is the best. And you won't have to worry about accidentally deleting it.
- **And if it all gets too much, remember you are not alone – share, reach out, and ask for help.**

UBC's Provost has asked faculty to include this special note for **international students studying from home**:

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic

freedom but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

If you feel able to do so, I hope you will also contact me to share your concerns and to seek advice or further information.

READING

There is no textbook that covers the material discussed in this course: if there were, there would be no need for me to lecture. If you want to consult the books I listed as ‘General Reading’ in normal times, you can find the list on my website –

www.geographicaliminations.com

– under the TEACHING tab. Those are all **general texts** that, (again, in normal circumstances) could be helpful in different ways and to different degrees in providing context for term papers and examination essays. But these are not normal times, and I recognize that most of you would have considerable difficulty in accessing many of them. So this is a list of those texts available ONLINE via UBC’s Koerner Library:

- John Agnew, James Duncan (eds) *Wiley-Blackwell companion to human geography* (2011)
- John Agnew, David Livingstone (eds) *The Sage Handbook of Geographical Knowledge* (2011)
- Tim Cresswell, *Geographic thought: a critical introduction* (2013)
- Phil Hubbard, Rob Kitchin and Gill Valentine (eds) *Key thinkers on space and place* (2010) [second edition]
- Stephen Daniels and others (eds), *Envisioning landscapes, making worlds:*

Of these, I particularly recommend many of the essays in Agnew and Livingstone; **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 geographicalimagination.com (DOWNLOADS tab).

In the programme that follows, I have listed <KEY WORDS IN CAPITAL LETTERS> under the title of most lectures: 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. This too is available ONLINE via Koerner..

You may also wish to consult the 12-volume *International Encyclopedia of Human Geography* (2009) also available ONLINE via Koerner.

The programme below also includes a set of references of direct relevance to the course. **Those shown in bold are required readings**; they are all available ONLINE either through Koerner [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**. You should also consult some of them when preparing for the Final Examination (once you've decided what questions to tackle: see below).

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

- *Annals of the American Association of Geographers*
- *Antipode: a journal of radical geography*
- *Canadian geographer*
- *Cultural geographies*
- *Dialogues in human geography*
- *Environment and Planning A: Economy and Space*
- *Environment and Planning C: Politics and Space*
- *Environment and Planning D: Society and Space*
- *Environment and Planning E: Nature and Space*
- *Gender place and culture*
- *Geografiska Annaler series B*
- *Geoforum*
- *Geohumanities*
- *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/>

Those most 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.

On-line Availability

I will be pleased to discuss the course with you, to provide additional readings (really), 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@ubc.ca. If you are outside the Pacific Time zone, please let me know when you contact me.

*Andrew Shmueli 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.*

I hope that the ideas we discuss will 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 advise you.

PROGRAMME

Note that all classes are cancelled on Tuesday 8 September for Imagine UBC

Th 10 Sept

Introduction to the course

The introduction to the course is not an optional extra: please make every effort to attend.

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 Harvey, 'Geographical knowledges/political powers', *Proc. British Academy* 122 (2004) 87-115.**
- ***Innes Keighren, 'History and philosophy of geography: the slow, the turbulent and the dissenting', *Progress in human geography* (2016)**
- ***Richard Powell, 'History and philosophy of geography: charting the Anabasis?' *Progress in human geography* 39 (2015) 827-43 [despite the dreadful subtitle this is a useful review of current concerns and issues]**
- ***Innes Keighren, Christian Abrahamsson and Veronic della Dora 'On canonical geographies', *Dialogues in human geography* 2 (3) (2012) 296-312 (see especially the responses)**
- ***You might also look at some of the (short) contributions to the Forum in *Transactions, Institute of British Geographers* 20 (1995), which was largely prompted by Livingstone's book, and at the retrospective assessments of *The geographical tradition* in *Progress in human geography* 28 (2004) 227-235.**
- ***There is a more recent discussion of David Livingstone's project in 'Reappraising David Livingstone's *The Geographical Tradition*: A quarter of a century on', guest edited by Mark Boyle, Tim Hall and James D. Sidaway, *Transactions of the Institute of British Geographers* 44 (3) (2019) 438-462**

- *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:

- *Trevor Barnes, ‘Placing ideas: heterotopia, genius loci and geography’s quantitative revolution’, *Progress in human geography* 28 (2004) 565-95
- *Trevor Barnes, ‘American Geographers and World War II: Spies, Teachers, and Occupiers’, *Annals of the Association of American Geographers* 106 (2016) 543-50.
- *Trevor Barnes, ‘Desk killers: Walter Christaller, central place theory and the Nazis’, in Peter Meusburger, Derek Gregory and Laura Suarsana (eds) *Geographies of knowledge and power* (2017) pp. 187-201 **ONLINE BOOK**

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 BOOK**

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:

- *Elvin Wyly, 'Strategic positivism', *Professional geographer* 61 (2009) 1-13

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:

- *Elvin Wyly, 'The new quantitative revolution', *Dialogues in human geography* 4 (1) (2014) 26-38.

If you want more on 'big data', see:

- Rob Kitchin, *The data revolution: big data, open data, data infrastructures and their consequences* (2014) ONLINE BOOK
- You can find much more at <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:

- Stuart Elden, 'Kant's geographies' [January 2013] at <http://www.berfrois.com/2013/01/stuart-elden-kant-space-and-time/>
- Robert Loudon, '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.

21 September: Last day to withdraw from the course through the Student Service Centre with no record ('W') on your transcript

Tu 22 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 for our critical understanding of 'objective knowledge'.*

<SITUATED KNOWLEDGE>

Haraway's essay is vital, and you need to think about it carefully; Bergmann and Simandan both push the boundaries in interesting and important ways; and Oswin's is a powerful, compelling and short intervention (that also speaks directly to the next lecture).

- ***Donna Haraway, 'Situated knowledges: the science question in feminism and the privilege of partial perspective', in her *Simians, cyborgs and women: the reinvention of nature* (1991) (Ch. 9) ONLINE BOOK**
- ***Luke Bergmann, 'Toward speculative data: "Geographic information" for situated knowledges, vibrant matter, and relational spaces', *Environment and Planning D: Society & Space* 34 (6) 2016) 971-89**
- Federico Ferretti, 'Situated knowledge and visual education: Patrick Geddes and Reclus's Geography', *Journal of Geography* 116 (2017) 3-19
- ***Natalie Oswin, 'An other geography', *Dialogues in human geography* 10 (2020) 9-18 [see also Ananya Roy's response]**
- ***Gillian Rose, 'Situated knowledges: positionality, reflexivity and other tactics', *Progress in human geography* 21 (1997) 305-20.**
- ***Dragos Simandan, 'Revisiting positionality and the thesis of situated knowledge', *Dialogues in Human Geography* 9 (2) (2019) 129-49 [see also the short commentaries by Proudfoot and Greenhough together with Simandan's response]**

Th 24 Sept

Modern Geography: a European science?

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'.

- *Clive Barnett, 'Impure and worldly geography: the Africanist discourse of the Royal Geographical Society', *Transactions Institute of British Geographers* 23 (1998) 239-52.
- *James Blaut, 'Environmentalism and Eurocentrism', *Geographical Review* 89 (1999) 391-408.
- * Daniel Clayton, 'Colonizing, settling and the origins of academic Geography', in John Agnew and David Livingstone (eds), *The Wiley-Blackwell Companion to Human Geography* (2011) Ch. 4 ONLINE BOOK
- *Felix Driver, 'Geography's empire: histories of geographical knowledge', *Environment and Planning D: Society and Space* 10 (1992) 23-40
- *Richard Peet, 'From Eurocentrism to Americentrism', *Antipode* 37 (2005) 936-43
- *Ananya Roy, "'The shadow of her wings": Respectability politics and the self-narration of geography', *Dialogues in human geography* 10 (2020) 19-22
- †Jeppe Strandsbejerg, 'The cartographic assemblage of the globe', Copenhagen Business School (sic) (2007), available as a download at <http://openarchive.cbs.dk/handle/10398/7377>

Tu 29 Sept

Orientalism and imaginative geographies

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.

<ORIENTALISM> <CONTRAPUNTAL GEOGRAPHIES> <IMAGINATIVE GEOGRAPHIES >

Said's *Orientalism* is one of those rare books that every self-respecting student should read before they graduate, but unfortunately it is not available online. '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).

- *Noah Raffoul Bassil, 'A critique of western representations of ISIS: deconstructing contemporary Orientalism', *Global change, peace and security* 31 (2019) 81-94
- *Pavel Dobos, 'Imaginative geographies of distant suffering: two cases of the Syrian Civil War on television', *Social and Cultural Geographies* 19 (2018) 764-88
- *Stephen Graham, 'Cities and the war on terror', *International journal of urban and regional research* 30 (2006) 255-276.
- *Derek Gregory, 'Imaginative geographies', *Progress in human geography* (1995) 447-485.
- *Derek Gregory, 'The lightning of possible storms: Edward Said, 1935-2003', *Antipode* 36 (2004) 798-808.
- †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.geographicaliminations.com (DOWNLOADS tab)
- *Michael Haldrup, Lasse Koefoed and Kirsten Simonsen, 'Practical Orientalism: bodies, everyday life and the construction of otherness', *Geografiska Annaler* 88B (2006) 173-184.
- *Lasse Koefoed, Mathilde Dissing Christensen and Kirsten Simonsen, 'Mobile encounters: bus 5A as a cross-cultural meeting place', *Mobilities* 12 (2017) 726-39.
- *Tariq Jazeel, 'Postcolonialism, Orientalism and the geographical imagination', *Geography* 97 (1) (2012) 4-11.
- *Gyan Prakash, 'Orientalism now', *History and theory* 34 (1995) 99-112.
- *Angharad Closs Stephens, 'Beyond imaginative geographies? Critique, co-optation and imagination in the aftermath of the War on Terror,' *Environment and Planning D: Society & Space* 29 (2) (2011) 254-267.

For some reflections on contemporary Orientalisms and their invocation in the wake of terrorist attacks in Europe and elsewhere, see these posts on my blog (www.geographicaliminations.com):

#Portes Ouvertes (20 July 2016); 'Paris of/in the Middle East' (14 November 2015); 'Je ne suis pas Charlie' (17 January 2015)

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:

- *Clive Barnett, 'Sing along with the common people: politics, postcolonialism and other figures', *Environment and Planning D: Society and Space* 15 (1997) 137-54.
- Dan Clayton, 'Critical imperial and colonial geographies', in Kay Anderson, Mona Domosh, Steve Pile, Nigel Thrift (eds) *Handbook of cultural geography* (2002)

- *Tariq Jazeel, 'Subaltern geographies: geographical knowledges and postcolonial strategy', *Singapore journal of tropical geography* 35 (1) (2014) 88-103.
- *Tariq Jazeel, 'Postcolonialism', in Nuala Johnson, Richard Schein and Jamie Winders (eds) *Wiley-Blackwell Companion to Cultural Geography* (2013) Ch. 2 ONLINE BOOK
- *Tariq Jazeel, Colin McFarlane, 'The limits of responsibility: a postcolonial politics of academic knowledge production', *Transactions of the Institute of British Geographers* 35 (2010) 109-124
- *John Morrissey, 'The imperial present: geography, imperialism and its continued effects', in Nuala Johnson, Richard Schein and Jamie Winders (eds) *The Wiley-Blackwell companion to cultural geography* (2013) Ch. 4 ONLINE BOOK
- *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
- *James Sidaway, Chih Yuah Woon and Jane Jacobs, 'Planetary postcolonialism', *Singapore journal of tropical geography* 35 (1) (2014) 4-21
- **Singapore journal of tropical geography*: Special issue on *Advancing postcolonial geographies*, vol. 35, March 2014

See also the special section on 'Decolonising Geographical Knowledges' in *Transactions of the Institute of British Geographers* 42 (3) (2017) [especially the short contributions by Tariq Jazeel and Stephen Legg]

Th 1 Oct

(Post)Colonialism, Orientalism and Geography: a discussion

Readings as before

2: MAPPING THE CONCEPTS

Tu 6 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').

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.

- *Elaine Campbell, 'Landscapes of performance: stalking as choreography', *Environment and Planning D: Society & Space* 30 (3) (2012) 400-417.
- *Denis Cosgrove, 'Prospect, perspective and the evolution of the landscape idea', *Transactions Institute of British Geographers* 10 (1985) 45-62
- *Tim Cresswell, 'Landscape and the obliteration of practice', in Kay Anderson, Mona Domosh, Steve Pile and Nigel Thrift (eds) *Handbook of cultural geography* (2003) pp. 269-281. ONLINE BOOK
- ***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]**
- *Catherine Nash, 'Reclaiming vision: looking at landscape and the body', *Gender, place and culture* 3 (1996) 149-69.
- *Roderick Neumann, 'Political ecology: theorizing landscape', *Progress in human geography* 35 (6) (2011) 843-50.
- *Peter Merriman and others, 'Landscape, mobility, practice', *Social and cultural geographies* 9 (2008) 191-212
- *Roderick Neumann, 'Political ecology: theorizing landscape', *Progress in human geography* (2011)
- *Special issue of *Environment and Planning D: Society & Space* on 'Animating landscape' (vol. 24: issue 4: 2006)
- *John Wylie, 'A single day's walking: narrating self and landscape on the South West Coastal Path', *Transactions of the Institute of British Geographers* 30 (2005) 234-247

- *John Wylie, *Landscape* (2007) ONLINE BOOK
- *John Wylie, Catrin Webster, 'Eye-opener: drawing landscape near and far', *Transactions of the Institute of British Geographers* 44 (2019) 32-47

Th 8 Oct

The politics of regional geography: imperialism, violence and representation

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.

- *Ishan Ashutosh, 'The Geography and Area Studies Interface from the Second World War to the Cold War', *Geographical Review* 107 (2017) 705-721
- ***Elliott Child and Trevor Barnes, 'American imperial expansion and area studies without geography', *Jnl. historical geography* 66 (2019) 43-54**
- *Mark Duffield, 'From immersion to simulation: remote methodologies and the decline of area studies', *Review of African Political Economy* 41 (2014) supplement S75-S94
- *J.K. Gibson-Graham, 'Area studies after poststructuralism', *Environment and Planning A* 36 (2004) 405-9
- *William Koelsch, 'Squinting back at Strabo', *Geographical Review* 94 (2004)
- *James Sidaway, 'Geography, globalization and the problematic of area studies', *Annals of the Association of American Geographers* 103 (2013) 984- 1002.
- ***Trevor Barnes and Matthew Farish, 'Between regions: science, militarism and American Geography from World War to Cold War', *Annals of the Association of American Geographers* 96 (2006) 807-26.**
- *Matthew Farish, 'Canons and wars: American military geography and the limits of disciplines', *Journal of historical geography* 49 (2015) 39-48

Tu 13 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:

- †Doreen Massey, 'A global sense of place' available online at <http://www.unc.edu/courses/2006spring/geog/021/001/massey.pdf>
- David Featherstone and Joe Painter, *Spatial politics: essays for Doreen Massey* (2013) ONLINE BOOK

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

- †Marc Augé, *Non-places: an introduction to supermodernity* (1995): extracts at <http://www.acsu.buffalo.edu/~jread2/Auge%20Non%20places.pdf>
- *Kay Anderson, 'The idea of Chinatown: the power of place and institutional practice in the making of a racial category', *Annals Assoc. Amer. Geogr.* 77 (1987) 580-98.
- *F.W. Boal, 'Belfast: walls within', *Political geography* 21 (2002) 687-94.
- *Stephen Graham, 'Remember Fallujah: demonizing place, constructing atrocity', *Environment and Planning D: Society & Space* 23 (2005) 1-10.
- *Steve Hoelscher, 'Place', in John Agnew and James Duncan (eds) *Wiley-Blackwell Companion to Human Geography* (2011) Ch. 16. ONLINE BOOK
- *Soren Larsen and Jay Johnson, 'The Agency of Place: Toward a More-Than-Human Geographical Self', *GeoHumanities* 2 (1) (2016) 149-166
- *Peter Merriman, 'Driving places: Marc Augé, non-places and the geographies of England's M1 Motorway', *Theory, culture and society* 21 (2004) 145-67
- Edward Relph, *Place and placelessness* (1976) (and discussion at http://www.arch.ksu.edu/seamon/place_&_placelessness_classic_texts.pdf)
- *Gearoid O'Tuathail, 'The effacement of place: US foreign policy and the spatiality of the Gulf Crisis', *Antipode* 25 (1993) 4-31

Tu 15 Oct

Spaces of exception (I)

Space is another concept central to human geography but, increasingly, to many other fields of inquiry that have participated in a general 'spatial turn'. The dialogue has been interdisciplinary and extensive, and after a general introduction I focus on a particularly important space in our contemporary world – 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:

- *Claudio Minca, *On Schmitt and space* (2015) ONLINE BOOK
- *Claudio Minca and Rowan, 'The question of space in Carl Schmitt', *Progress in human geography* 39 (2015) 268-89

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:

- *Lisa Bhungalia, 'Im/mobilities in a "Hostile Territory": Managing the Red Line', *Geopolitics* 17 (2012) 256-75 [on Gaza]
- *Camillo Boamno, Ricardo Martén, 'Agamben's urbanism of exception: Jerusalem's border mechanics and biopolitical strongholds', *Cities* (2012)
- *Bruce Braun, James McCarthy, 'Hurricane Katrina and abandoned being', *Environment and Planning D: Society & Space* 23 (2005) 802-809.
- *François Debrix, 'Topologies of vulnerability and the proliferation of camp life', *Environment and Planning D: Society & Space* 33 (2015) 444-59
- *Nick Dines, Nicola Montagna and Vincenzo Rugsien, 'Thinking Lampedusa', *Ethnic and racial studies* 38 (3) (2015) 430-45
- *Jennifer Fluri, 'Capitalizing on bare life: sovereignty, exception and gender politics', *Antipode* 44 (2012) 31-50 [on Afghanistan].
- *Matthew Gandy, 'Zones of indistinction: bio-political contestations in the urban arena', *Cultural geographies* 13 (2006) 497-516.
- *Paolo Giaccaria and Claudio Minca, 'Topographies/topologies of the camp: Auschwitz as a spatial threshold', *Political geography* 30 (2011) 3-12.
- *Derek Gregory, 'The death of the civilian', *Environment and Planning D: Society and Space* 24 (2006) 633-38
- ***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].**
- †Derek Gregory, 'Dirty dancing: drones and death in the borderlands', in *Life in the age of drones*, eds. Lisa Parks and Caren Kaplan and Lisa Parks (2017) pp. 25-58; available under DOWNLOADS tab at www.geographicalimagination.com)
- *Ezgi Gürkas, 'Border as "Zone of Indistinction": The State of Exception and the Spectacle of Terror Along Turkey's Border With Syria', *Space and culture* (2017) online early

- *Tobias Hagmann, Benedikt Korf, 'Agamben in the Ogaden: violence and sovereignty in the Ethiopian-Somali frontier', *Political geography* 31 (2012) 205-14.
- *Britain Hopkins, 'Beyond the Agamben paradigm: the spatial logics of exception', *Environment and Planning D: Society & Space* 37 (2019) 953-70
- Irit Katz, Diana Martin and Claudio Minca (eds) *Camps revisited: multifaceted spatialities of a modern political technology* (2018)
- *Diana Martin, 'From spaces of exception to 'campscapes': Palestinian refugee camps and informal settlements in Beirut', *Political Geography* 44 (2015) 9-18
- ***Diana Martin, Claudio Minca, Irit Katz, 'Rethinking the camp: on spatial technologies of power and resistance', *Progress in human geography* 44 (2020) 743-68**
- *Claudio Minca, 'The return of the camp', *Progress in human geography* 29 (2004) 405-12.
- *Claudio Minca, 'Agamben's geographies of modernity', *Political geography* 26 (2007) 78-97
- *Claudio Minca, 'Geographies of the camp', *Political geography* 49 (2015) 74-83
- *Geraldine Pratt, 'Abandoned women and spaces of the exception', *Antipode* 37 (2005) 1052-78.
- *Kandida Purnell, 'Body politics and boundary work: Nobodies on hunger strike at Guantanamo', *Alternatives* 39 (2014) 271-86
- *Adam Ramadan and Sara Fregonese, 'Hybrid Sovereignty and the State of Exception in the Palestinian Refugee Camps in Lebanon', *Annals of the Association of American Geographers* 107 (2017) 949-63
- *Simon Reid-Henry, 'Exceptional sovereignty? Guantánamo Bay and the re-colonial present', *Antipode* 39 (2007) 627-648.
- *Willem Schinkel and Marguerite van den Berg, 'City of exception: the Dutch revanchist city and the urban Homo Sacer', *Antipode* 43 (2011) 1911-38.
- *Juanita Sundberg, 'The State of Exception and the Imperial Way of Life in the United States–Mexico Borderlands.' *Environment and Planning D: Society and Space* 33 (2015) 209-228.

For a brilliant but challenging account of racialization and exception, see Alexander Weheliye, *Habeas viscus* (2014) ONLINE BOOK

Tuesday 20 Oct/Thursday 22 Oct

NO CLASSES

In 2021 UBC will be introducing a Mid-Term Break in Term 1 – there is already one in Term 2 – but these plans were made before Covid-19 and the switch to online course delivery. There is a real danger of burn-out when your courses are all delivered online (as a sufferer of endless Zoom meetings over the summer I sympathise) so I have decided to introduce the break in my courses one year ahead.

This is not time off for me: I will be available this week to help anyone who wants to discuss their term paper, so (apart from the opportunity to recharge and to catch up on your reading) this week will also be for **Term Paper Consultations**.

I will provide details nearer the time.

Tu 27 Oct

Spaces of exception (II): a discussion

Readings as before

Th 29 Oct and Tu 3 Nov

Performance, performativity and space (2 lectures)

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:

- *Trevor Barnes, 'Making space for the economy: live performances, dead objects and economic geography', *Geography Compass* 2/5 (2008) 1432-48.
- *Geraldine Pratt and Caleb Johnston, 'Staging testimony in *Nanay*', *Geographical review* 103 (2) (2013) 288-303
- *Paul Simpson, 'Chronic everyday life: rhythm-analysing street performance', *Social and cultural geographies* 9 (2008) 807-829
- See the journals **TDR: The Drama Review* [available via Koerner] 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:

- *Catherine Nash, 'Performativity in practice', *Progress in human geography* 24 (2000) 653-664
- Rob Sullivan, *Geography speaks: performative aspects of geography* (2011)
- *Thematic issues of *Environment and Planning D: Society and Space*: 18 (4 and 5) (2000) and 20 (4) (2002)

The shortest and most accessible introduction to Butler's work that I know is:

†Molly Fischer, 'Think gender is performance? You have Judith Butler to thank for that', *New York Magazine* 13 June 2016 and at <https://www.thecut.com/2016/06/judith-butler-c-v-r.html>

On Butler's work more generally, see:

- *Gerry Kearns, 'The Butler affair and the geopolitics of identity', *Environment and Planning D: Society & Space* 31 (2) (2013) 191-207

And on performativity, space and Tahrir Square (the example I work with):

- *Ali Aslam, 'Salat-al-Juma: organizing the public in Tahrir Square', *Social movement studies* 3 (2017) 297-308
- *Zvi Bar'el, 'Tahrir Square, From Place to Space: The Geography of Representation', *Middle East Journal* 71 (1) (2017) 9-22]
- †**Judith Butler, 'Bodies in alliance and the politics of the street' at <http://eipcp.net/transversal/1011/butler/en/>** [see also her *Notes towards a performative theory of assembly* (2015)]
- *Derek Gregory, 'Tahrir: politics, publics and performances of space', *Middle East Critique* 22 (2013) 235-46
- *Fanny Söderbäck, 'Performative presence: Judith Butler and the temporal regimes of global assembly', *Diacritics* 46 (2) (2018) 32-49
- *Nathan Swanson, 'Embodying Tahrir: bodies and geopolitics in the 2011 Egyptian uprising', *Area* 48 (3) (2016) 300-307

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>

- **Cultural Geographies* Special Issue on 'Indigenous cartographies': vol. 16 (2009)
- *Derek Gregory, 'Seeing Red: Baghdad and the event-ful city', *Political Geography* 29 (2010) 266-79
- †Derek Gregory, 'Gabriel's Map: Cartography and corpography in modern war', available at geographicalimagination.com (DOWNLOADS) and in *Peter Meusburger, Derek Gregory and Laura Suarsana (eds) *Geographies of knowledge and power* (2017) 89-121 ONLINE BOOK
- †Leila Harris and Mark Harrower, 'Critical cartographies', Special issue of *ACME*: available open access on line at <http://www.acme-journal.org/Volume4-1.htm>
- *Michael Huss, 'Mapping the occupation: performativity and the precarious Israeli identity', *Geopolitics* (2019) 756-70
- *Rob Kitchin and Martin Dodge, 'Rethinking maps', *Progress in human geography* 31 (2007) 331-344.
- *David Pinder, 'Cartographies unbound', *Cultural geographies* 14 (2007) 453-62.
- *Eric Sheppard, E. 2005: Knowledge production through critical GIS. *Cartographica* 40: 5-21 [Special issue on Critical GIS]
- *Matthew Wilson, *New lines: Critical GIS and the trouble of the map* (2017) [if you are interested in critical GIS this is simply brilliant] ONLINE BOOK
- See also the Counter Cartographies Project at †<http://www.countercartographies.org/>

Tu 10 Nov

Tropicality and intemperate nature

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:

- *Karen Bakker, 'Katrina: the public transcript of disaster', *Environment and Planning D: Society & Space* 23 (2005) 795-802
- *Bruce Willems-Braun, 'Buried epistemologies: the politics of nature in (post) colonial British Columbia', *Annals Association of American Geographers* 87 (1997) 3-31.
- See also Braun and McCarthy, 'Hurricane Katrina' reading (above).
- *Noel Castree, 'Geographies of nature in the making', in Kay Anderson, Mona Domosh, Steve Pile and Nigel Thrift (eds) *Handbook of cultural geography* (2003) pp. 168-183.

- *David Demeritt, 'What is the 'social construction of nature'? A typology and sympathetic critique', *Progress in Human Geography* 26 (2002) 767–790

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>

- *Gavin Bowd and Dan Clayton, 'French tropical geographies', *Singapore journal of tropical geography* 26 (2005) 271-88 [special issue on French tropicality]
- *Gavin Bowd and Dan Clayton, 'Geographical warfare in the tropics: Yves Lacoste and the Vietnam War', *Annals of the Association of American Geographers* 103 (3) (2013) 627-46.
- †**Julián Gutiérrez Castaño**, 'The borders of tropicality', *Refuge* 35 (1) (2019) online at <https://www.erudit.org/en/journals/refuge/1900-v1-n1-refuge04655/1060672ar.pdf>
- *Daniel Clayton, 'Militant tropicality: war, revolution and the reconfiguration of the tropics, c. 1940-1975', *Transactions of the Institute of British Geographers* 38 (1) (2013) 180-92
- *Felix Driver, 'Imagining the tropics: visions and views of the tropical world', *Singapore journal of tropical geography* 25 (2004) pp. 1-17 [and the critiques in the same issue by Ryan, Morin and Savage]
- *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]
- ***Kris Olds, James Sidaway, Matthew Sparke**, 'White death', *Environment and Planning D: Society & Space* 23 (2005) 475-9 [on the Indian Ocean tsunami]
- *Nancy Peluso and Peter Vandergeest, 'Political ecologies of war and forests: counterinsurgencies and the making of national natures', *Annals of the Association of American Geographers* 101 (2011) 587-608
- *Neil Safier, 'The tenacious travels of the Torrid Zone and the global dimensions of geographical knowledge in the eighteenth century', *Journal of modern European history* 18 (1-2) (2014) 141-72
- *Maureen Sioh, 'An ecology of postcoloniality: disciplining nature and society in Malaya 1948-57', *J. hist. geog.* 30 (2004) 729-46.
- *Special issue of *Singapore journal of tropical geography* 21 (1) (2000): *Constructing the tropics*
- *Robert Walker, Cynthia Simmons, Stephen Aldrich and others, 'The Amazonian Theater of Cruelty', *Annals of the Association of American Geographers* 101 (2011) 1156-1170.
-

3: GEOGRAPHY AND WAR

Modern Geography's history reveals a long entanglement with modern war. It's only comparatively recently that geographers have embarked on a more critical interrogation of the geographies of military and paramilitary violence: this is the object of my current research. These lectures provide case studies of different aspects of modern war that open up a series of wider issues....

See also:

- *Derek Gregory, 'War and peace', *Transactions of the Institute of British Geographers* 35 (2) (2010) 154-186
- *Nick Megoran and Simon Dalby, 'Geopolitics and Peace: A Century of Change in the Discipline of Geography', *Geopolitics* 23 (2) (2018) 251-76

Th 12 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?

- *Isla Forsyth, 'Designs on the desert: camouflage, deception and the militarization of space', *Cultural geographies* 21(2014) 247-65
- *Isla Forsyth, 'Desert journeys: from exploration to covert operations', *Geographical journal* 182 (2016) 226-35
- *Isla Forsyth, 'A bear's biography: Hybrid warfare and the more-than-human battlespace', *Environment and Planning D: Society & Space* 35 (2017) 495-512
- †Derek Gregory, 'Popeye the weatherman', at <http://geographicalimagination.com/2012/11/12/popeye-the-weatherman>, 12 November.
- *Derek Gregory, 'The natures of war', *Antipode* (48 (1) (2016) 3-56
- *Martin Gutmann, 'The nature of total war: Grasping the global environmental dimensions of World War II', *History Compass* 13 (2) (2015) 251-61

- ***Pip Thornton, 'The meaning of light: seeing and being on the battlefield', *Cultural geographies* 22 (4) (2015) 567-83**

Tu 17 Nov

Death of(f) the battlefield and war at a distance

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 military violence?

The case study of an air strike in Afghanistan in February 2010 called in by a drone crew at Creech Air Force Base in Nevada builds on three posts at www.geographicalimagination.com: Angry Eyes (1); Angry Eyes (2); and Meatspace?: use the GUIDE tab to locate them. The two required readings provide different readings of the same air strike.

- ***Jamie Allinson, 'The necropolitics of drones', *International political sociology* 9 (2) (2015) 113-27**
- ***Cara Daggett, 'Drone disorientations: how "unmanned" weapons queer the experience of killing in war', *International feminist journal of politics* 17 (2016) 361-79**
- ***Derek Gregory 'From a view to a kill: drones and late modern war' *Theory, culture and society* 28 (2011) 188-215**
- **†Derek Gregory, 'The territory of the screen', *Mediatropes* 6 (2) (2016) 126-147**
- ***Derek Gregory, 'Eyes in the sky – bodies on the ground', *Critical Studies on Security* 6 (2018) 1-12**
- **†Derek Gregory, 'Drone geographies', *Radical philosophy* 183 (2014); available at www.geographicalimagination.com (DOWNLOADS tab)**
- ***Robert Kaiser, 'The birth of cyberwar', *Political geography* 46 (2015) 11-20**
- ***Lauren Wilcox, 'Embodying algorithmic war: Gender, race, and the posthuman in drone warfare', *Security Dialogue* 48 (1) (2017) 11-28**

Th 19 Nov

Geopolitics, algorithmic spaces and targeted killing

The case study here focuses on the Federally Administered Tribal Areas of Pakistan; I provide a detailed discussion in 'Dirty Dancing' and there are multiple posts at www.geographicalimagination.com that are also relevant.

- *Neal Curtis, 'The explication of the social: algorithms, drones and (counter)terror', *Journal of sociology* (2016)
- †Derek Gregory, 'Dirty dancing: drones and death in the borderlands', in *Life in the age of drones*, eds. Lisa Parks and Caren Kaplan and Lisa Parks (2017) pp. 25-58; available under DOWNLOADS tab at www.geographicaliminations.com)
- †Derek Gregory, 'The territory of the screen', *Mediatropes* 6 (2) (2016) 126-147
- *Elke Schwarz, 'Prescription drones: On the techno-biopolitical regimes of contemporary 'ethical killing'', *Security dialogue* 47 (2016) 59-75
- *Ian Shaw and Majed Akhter, 'The unbearable humanness of drone warfare in FATA, Pakistan', *Antipode* 44 (2012) 1490-1509
- *Ian Shaw and Majed Akhter, 'The dronification of state violence', *Critical Asian Studies* 46 (2014) 211-34
- †Stanford/NYU Report, *Living under drones: death, injury and trauma to civilians from US drone practices in Pakistan* (2014) at <http://www.forensic-architecture.org/case/drone-strikes/>
- *Christiane Wilke, 'Seeing and Unmaking Civilians in Afghanistan: Visual Technologies and Contested Professional Visions', *Science, Technology & Human Values* 42 (6) (2017) 1031-60
- †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>

Tu 24 Nov

Trauma Geographies

My analysis of the human geographies of casualty evacuation from the Western Front in the First World War and from Afghanistan one hundred years later draws on several posts at www.geographicaliminations.com: see in particular 'Divisions of life' and 'Anatomy of another soldier' (on the Western Front) and 'The geographies of sixty minutes' and 'The prosthetics of military violence'.

- †Martin Bricknell, 'The evolution of casualty evacuation in the British Army, Boer War to 1918', *Journal of the Royal Army Medical Corps* 148 (2002) 200-207 at <http://jramc.bmj.com/content/jramc/148/2/200.full.pdf>
- †David Cotterrell, Artist's Diary (J4MED, Op Herrick 7' at <http://www.cotterrell.com/download/4267/war-and-medicine-artists-diary/>
- *Leila Dawney, 'Affective War: Wounded Bodies as Political Technologies', *Body & Society* (2019) <https://doi.org/10.1177/1357034X19856428>
- *Tanisha Fazal, 'Dead Wrong? Battle Deaths, Military Medicine, and Exaggerated Reports of War's Demise', *International Security* 39 (1) (2014) 95-125

Th 26 November

The Death of the Clinic

My analysis of attacks on hospitals in Afghanistan and Syria draws on these posts at www.geographicalimagination.com: 'The hospital raids'; 'Killing over Kunduz' and 'Fighting over Kunduz'; 'Your turn, doctor' and 'The Death of the Clinic'.

- †Mathieu Aikins, 'Doctors with enemies', *New York Times Magazine*, 22 May 2016 at https://www.nytimes.com/2016/05/22/magazine/doctors-with-enemies-did-afghan-forces-target-the-msf-hospital.html?_r=0
- †Fouad Fouad and others, 'Health workers and the weaponisation of health care in Syria: a preliminary inquiry for *The Lancet*—American University of Beirut Commission on Syria', *The Lancet*, 14 March 2017
- *Neve Gordon and Nicola Perugini, "'Hospital Shields" and the Limits of International Law,' *European Jnl. of International Law* 30 (2) (2019) 439-63
- †May Jeong, 'Death from the sky', *The Intercept*, 28 April 2016 at <https://theintercept.com/2016/04/28/searching-for-ground-truth-in-the-kunduz-hospital-bombing/>
- †Ben Taub, 'The Shadow Doctors', *The New Yorker*, 27 June 2016

Th 1 Dec

Geographies of /and war: a discussion

<WAR>

Th 3 Dec

Final Examination briefing

The examination paper will be distributed at this meeting (to be answered during the regular examination period); I do this to give you time to prepare your answers effectively (not – repeat not – to write them in advance nor to memorise them). In fairness to everyone, I will ONLY respond to questions about the examination during this meeting.

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 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?
- 4 Are today's spaces of exception fundamentally different from those of the past?

(B) OPEN TOPICS

If you elect this option, you must submit an original term paper that critically considers any of the major **thinkers, texts, concepts 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, Donna Haraway, Edward Said;
- provided critical readings of **texts** like Foucault's *Discipline and punish*, Agamben's *Homo sacer*, Harvey's *The condition of postmodernity*;
- considered **themes** like: Geography and Orientalism; Geography and (post)colonialism; Geography and the visual arts; Geography and feminism;

Geography and the ‘war on terror’; Spaces of exception in the contemporary world; Contemporary ideas of tropicality; New concepts of landscape....

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...). But in most cases several empirical examples will aid considerably to your argument.

Proposal

You must provide me with a **one-page proposal** for your term paper by **22 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 with my digital signature, 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); papers of fewer than 12 pages are unlikely to be adequate, and those that exceed 20 pages will be returned for editing. 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 and retain this until you receive your grade.**
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.

Submission

You must submit a digital version of your term paper to my TA, Andrew Shmuely, at andrew.shmuely@geog.ubc.ca. The title page must include your name, student number and the course number. **You must include 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 **1 December** will be returned with a grade only (but no penalty).

In fairness to other students, submissions after **1 December** without good reason will be penalized. **If you get into difficulties, don’t panic: I don’t bite, so talk to me!**

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.***

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 **21 September 2020**. If you wish to withdraw from this course with only a withdrawal standing ("W") on your transcript, you must do so on or before **30 October 2020**. 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 (call 604 822-4028) for more information go to:

<https://www.arts.ubc.ca/student-support/academic-support/academic-advising/online-advising-requests/>

You can also receive friendly and professional help from Counselling Services: see

<https://students.ubc.ca/health/counselling-services>

More information on academic concession here:

<https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

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.

	RESEARCH AND CONTENT	ORGANIZATION AND LOGIC	STYLE AND CLARITY
<i>EXCELLENT</i> A+ 90-100 A 85-89 A- 80-84	Impressive research: wide, careful and critical reading beyond the required/assigned texts; Situates subject in wide context; Excellent use of examples.	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.	Exceptionally clear; Mature use of language; Correct grammar, spelling, punctuation; Full and accurate documentation of sources, quotations.
<i>GOOD</i> B+ 76-79 B 72-75 B- 68-71	Thorough research: careful and critical reading; Some attempt to situate subject in wide context; Good use of examples.	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.	Clear; Good use of language; Few lapses in grammar, spelling punctuation; Good documentation of sources, quotations.
<i>FAIR</i> C+ 64-67 C 60-63 C- 55-59	Uneven and/or largely derivative research; Little attempt to situate subject in wide context; Insufficient or undeveloped examples.	Run-of-the mill approach; Insufficient acknowledgement of theories/ideas behind the argument; Satisfactory illustrations; Simple, skeletal conclusion.	Writing requires 'second guessing': what do you mean, exactly? Confused or cluttered language; Mistakes in grammar, spelling, punctuation; Fair documentation of sources, quotations.
<i>POOR</i> D 50-54 F 00-49	Inadequate research; No attempt to situate subject in context; Inadequate or inappropriate examples.	No obvious argument or structure; Little or no acknowledgement of theories/ideas; Poor or no illustrations; Conclusion merely restates the question.	Unclear; Elementary use of language; Poor grammar, spelling, punctuation; Inadequate documentation of sources, quotations.