

## GEOGRAPHY 200B

### INTRODUCTION TO CONTEMPORARY GEOGRAPHIC THOUGHT

**Michael J. Watts**

“Ideas brilliant. But he needs to work a little harder on the facts.”

- Report card from Ernest Gellner’s Geography Teacher, St. Albans’s County School for Boys.

“I’m not a donkey, I don’t have a field’

- Max Weber

*Instructor:* Michael Watts  
*Office:* Room 509 McCone Hall, Department of Geography  
*Telephone:* 642 3902 (now disconnected because of the budget crisis)  
*Office Hours:* Thursday 2.00-4.00pm or by appointment  
*Email address:* [mwatts@berkeley.edu](mailto:mwatts@berkeley.edu)  
*Location & Time of Class:* Thursday 5.00-7.30pm, Room 575 McCone Hall

This seminar provides an introduction to contemporary geographic thought building upon the foundation laid last semester in 200A. I want to organize the course a little differently than 200A and it will have as a consequence a related but somewhat different set of (rather ambitious) purposes.

1. *Contemporary human geography theory located on the wider backdrop of what one might call “geographic traditions”.* I am starting from the assumption that all of you have a limited background in Geography: that is to say the history of the discipline, its various genealogies, its relation to empire and the state, and the various strands of human geographical theory especially since 1945. Now this could and should be the focus of a year long seminar in itself (and why we don’t offer such a class is an interesting political question in itself) but there is no way I can do that in 200B. But nevertheless I do wish to go some way toward introducing the discipline with the operating assumption that (i) for those of you entertaining a life in the academy then the chances are you’ll end up in a Geography department and may well be expected to if not teach a class on human geography and its relations to “the earth” then at the very least be familiar with the road map of its development, and (ii) you will be a product of Berkeley Geography which has a storied history (the “Berkeley School”) and again you need to know something

about Berkeley Geography in relation to the discipline and even the social sciences, something of its major intellectual figures (Carl Sauer, Clarence Glacken, Paul Wheatley, Allan Pred) and to appreciate what is *distinctive* about the sort of work we conduct here (I believe it is) – i.e. what the “new” Berkeley School might be – and to gain an appreciation of the sorts of work (dissertations, monographs) produced from the Department say over the last couple of decades. In the middle of the course we’ll spend about five weeks looking at contemporary human geography around topics and themes which (I hope) speak to your interests. This is a tall order given the length of the semester and the other tasks I have set for us, but that’s my goal.

2. *An occasion to develop a first draft of your research prospectus, and correlatively to reflect upon research design and how we “use theory” and its relations to method, forms of data and so on.* This part of the course will necessarily be truncated too but I do want to spend some time thinking about what goes into a research proposal – what makes a good and bad proposals, how they should be structured – and to get you thinking early about your dissertation (wherever you may be in the formulation of it). I really want to dig into this process and your ‘paper’ for this class will be a first attempt at pulling together such a research program. The research proposal identifies what you will do: namely, circumscribe and articulate a problem or issue that is theoretically framed to generated both questions and claims (‘hypotheses’, arguments) that in turn demands particular (appropriate) sorts of evidence and the means (‘methodologies’) by which such relevant information (data) is to be obtained (collected, generated etc.). This is of course one of the hardest things you’ll do in your academic life, and there is absolutely no road map (and often no systematic preparation in the academy) to do it. So we’ll try. We will read some foundational work on research design (Bob Alford), on the research process (Kristin Luker), the funding landscape (I’ll use my knowledge here of chairing the Board of Governors of the Social Science Research Council for a decade), and then we shall examine actual proposals all designed to help you prepare your own. I shall also have some of my doctoral students come to class to talk about their experiences along this (sometimes rocky) road. *The prospectus will represent the written requirement for the seminar.* Let me say that I appreciate for most people in your position the very idea that you can produced a fully-fledged proposal at the end of your first year is quite unrealistic. That is not my expectation. Rather my own view is that for many reasons – including the very practical one of normative time – one cannot start too early thinking about your project, the sorts of foundational training (courses, skills, independent readings, committee members) you will need to pull off your project and making your first efforts at identifying a problem, a question, a claim. It may be that what you submit will primarily focus on the broad issues you think you wish to explore, or is an opportunity to read around a topic. Proposals have many moving parts and relatedly involve typically false starts, dead ends, and constant refinement and honing. So you might as well begin as soon as you can. There are some useful materials I have worked up over the years on my website at: <http://iis.berkeley.edu/node/304>

3. *What is entailed in crafting, designing and writing a dissertation?* This will involve reading an example of work produced as a dissertation and subsequently converted into a book monograph (you will notice that virtually every week I have inserted in the readings a “Berkeley School Book” or a “Berkeley School Dissertation”: I do not expect you to read it (though you may if you have time) but I would expect that you delve into it in some way: the art of browsing and ‘skimming’ a book is a very important. All of this is to acquire a sense of the approach and the sorts of work produced here. All of these monographs – and this is why I want to use the monograph as the unit of our collective consumption – are the sorts of projects that you will be taking on: in scope, scale, breadth and depth. How they are put together, designed, methodologically framed and so on, are the issues we need to grapple with. So while I want to help give you a road map I also want to help you think through how a book (or a dissertation) is constituted in its various ‘moments’ of design, execution and so on: its biography and life cycle, its architecture and component parts (fieldwork, method, argument, theory etc), and how we assess a book (how we read it and make judgments about it). And these judgments typically have to start with what the author intended to do, the sorts of arguments tabled, the use of evidence and the like. We need to read carefully, and learn how to read critically. My idea, in short, is to convey an idea of what is entailed in a dissertation project and to this extent complements the work we do on research proposals and research design. There are various sources around and about (none very good w) which address these issues:

<http://www.newyorker.com/books/page-turner/a-guide-to-thesis-writing-that-is-a-guide-to-life>

<http://pwr.la.psu.edu/resources/graduate-writing-center/handouts-1/WritingProposals.pdf/>

<http://press.princeton.edu/titles/4957.html>

4. *To provide an opportunity in the latter third of the semester to focus on a set of readings – identified by you and I – that speak directly to your proposed dissertation projects* I am going to have a month (toward the end of the semester, in April) in which we do not meet collectively but rather we meet one-on-one, and during this month I want to devote exclusively to you working and reading on your dissertation topic. This has several advantages. First, it gives you some time to really devote to the prospectus and to provide an opportunity to pull something together that we can seriously discuss at the end of the semester (our last session – an extended class – will be devoted to us workshopping each of your proposals). Second, I would like you to think therefore about what you want to do in the month you devote to the proposal: specifically this might be an occasion to read some empirical or background materials on your case. **To this extent I’d like each of you to prepare a short list of materials that you intend to cover during that month and which we might discuss. I recommend you get something to me that outlines what you want to do right before the mid term break in late March.** The form and character of these readings will reflect your personal interests and where you are in your project: they could be empirical but may also entail immersing yourself further in the core conceptual and theoretical literature surrounding your case. I will look for some sort of statement

of how you want to spend this time and what you want to read: clearly in some cases your project far exceed my knowledge and expertise but I can work with you in assembling a sort reading course for this month and we will meet one on one if not every week then at the very least when it makes sense to discuss the progress of your proposal. If you want to spend that month writing the proposal rather than more reading that is of course fine too.

5. *The final thing we shall explore in the seminar is what we might call 'professionalization'.* This again is far more than we can do this semester but I do want to take the opportunity to talk about the process of getting a PHD (which naturally includes how you put your program of work together, how you constitute and prepare your fields, your analytical paper, how to work with your faculty/committee, making use of non-Geography resources on campus including identifying your external committee member(s)). A key part of this is of course assembling and identifying your "fields" for your comprehensive exams. The internal PHD requirements raise larger questions of course concerning the tools of our profession: namely, lecturing, identifying your pedagogy/style, going through job interviews, explaining your research, interacting with colleagues, writing articles (very tricky!), reviewing manuscripts, addressing all of those issues surround the dull discipline of the labor market (job interviews, preparing a resume, writing a job letter) including the challenges to 'your first job', and giving papers at conferences and workshops. Again in my experience is that it is something often not talked about or 'taught' and like proposal writing is absolutely key to being an academic geographer.

In one respect we have a unique opportunity to explore these professional/institutional questions because this semester we (the department) will be hiring a new faculty member: the job ad is attached. We'll use the opportunity to not only attend and talk to the candidates but assess job talks, scholarship by young faculty, the application process, and the interview/selection process. I'll try and make sure if it is humanly possible that each candidate come along to our seminar for 20-30 minutes to talk to us.

I have structured the class as follows. We'll open with some reading on Geography as a field of knowledge, and on Berkeley Geography in particular. Then I'll turn to some important readings about doing research, research design as a craft, and what is entailed in developing and refining a research question, and design a program of data collection and research around it. We'll then move into our "theory" part of the course and to identifying a number of topics and themes which have generated important geographical analysis and theory, and which (I hope) speak directly to the interests of the group (as much as I can identify theme at this stage). Readings will not be particularly onerous and this, at the end of the semester, will hopefully give you time to work on your own proposal. The third section will be the occasion for you to explore your own research interests and, as I've said, over this period we shall meet one-on-one not as a group. Finally we'll end up with what I am calling "professionalization". Our final session will workshop each of the proposals that will be circulated to the entire group.

*Requirements:* This class will be run as a reading-intensive research seminar. Accordingly, it is critical that everyone come well-prepared for discussions.

Each student will be expected to undertake the following:

(i) To prepare a short one page *critical commentary* on the week's core readings and to circulate this electronically by the Wednesday evening (absolutely no later than 5 pm) prior to the Thursday day class.

(ii) To *kick off class discussion* (which involves a short (10-15 minute) presentation of the key theoretical and conceptual issues.

(iii) A written research to be handed in at the end of the semester. I am proposing that we devote a session during the week of May 9-13<sup>th</sup> (we can determine the date later) to discussing proposals (ideally we should give each proposal about 45 minutes) with the expectation that the final versions are handed in no later than Monday May 16<sup>th</sup> at 5pm.

*Class Structure:* I would like to run the seminar in the following way. The first period will be a discussion of the key readings/monograph for the week. This discussion will led off by a student every week; it will involve an outline or of framing the book/articles and posing a key set of questions or provocations. At some point (there is no point in stopping the discussion at a specific time) we will take a coffee break. For the second period (an hour) I shall give/lead a mini-lecture/discussion including talking about the key "Berkeley monograph/dissertation" assigned to each week. The function of this is to place our discussion and the core readings on a larger landscape of literatures, ideas, and theorizing about resources. But the major function will be to situate our discussions and for us to provide something of a roadmap for related debates and literature, and to begin to investigate how the core ideas from the week speak to geographic concerns and to the building of contemporary geographic theory and research programs.

*Key texts for the Class:*

I shall try and put most materials on bCourses or share them electronically with you during the first class. For monographs (most are in paper) we'll need to arrange for scanning for those of you who do not wish to purchase the books (though all are in principle available in the libraries).

If one of you can take on the task of trying to acquire (purloin) pdfs version of the key monographs and send them to me to post on bCourses that would be great.

Obviously articles form journal you can directly access yourself through ejournals in the library collection. For those books otherwise not available I'll provide them and one or more of you can scan the materials. Since I am a great believer in the physical/material book, I would consider the following books (all available in paperback, and many very cheaply as used books through Amazon) as necessary means of production in any geographer's library and they can be acquired first or second hand quite cheaply:

Robert Alford, *The Craft of Inquiry*, Oxford University Press 1998.

Kristin Luker, *Salsa Dancing into the Social Sciences*. Harvard University Press, 2008.

Michael Burawoy, *The Extended Case Method*. University of California Press.

## **BACKGROUND GEOGRAPHY TEXTS AND READERS OF INTEREST**

The following is a list of some books that you might find worth consulting as background or source books for our discussions of geography and geographic theory. I realize many of you may not have much of a background in the discipline and there is no way that 200B can provide a history or genealogy of geographical knowledges, but these are useful reference texts.

Agnew, J., D.N. Livingstone & A. Rogers, 1996, *Human Geography: An Essential Anthology*. Blackwell.

Crang, Mike, and Nigel J. Thrift, eds. 2000 *Thinking space*. Vol. 9. Psychology Press.

Bartley, Brendan, Phil Hubbard, and Rob Kitchin. 2004 *Thinking geographically*. Bloomsbury Publishing.

Gregory, Derek, et al., eds. 2009 *The dictionary of human geography*. John Wiley & Sons, Fifth edition.

Cloke, P., Cook, I., Crang, P., Goodwin, M., Painter, J., & Philo, C. 2004. *Practising human geography*. Sage.

Gregory, Derek, Ron Martin, and Graham Smith, eds. 1994 *Human geography: Society, space, and social science*. University of Minnesota Press.

Johnston, Ronald J., and J. D. Sidaway. 1997 *Geography and geographers: Anglo-American geography since 1945*. John Wiley & Sons.

Aitken, Stuart, and Gill Valentine, eds. 2006 *Approaches to human geography*. Sage.

Anderson, K., Domosh, M., Pile, S., & Thrift, N. (Eds.). 2002. *Handbook of cultural geography*. Sage.

Noel Castree, Alistar Rogers, Douglas Sherman. *Questioning Geography: Fundamental Debates*. Blackwell Publishers.

Haggett, P., 1990, *The Geographer's Art*. Basil Blackwell.

Harvey, D., 1969, *Explanation in Geography*. Edward Arnold.

Peet, Richard, 1998, *Modern Geographical Thought*. Basil Blackwell.

Stoddart, D.R., 1986, *On Geography*. Basil Blackwell.

Tim Cresswell, 2013 *Geographic Thought*. Basil Blackwell.

I would also recommend browsing *Progress in Human Geography's* reviews/overviews of new research in particular geographical sub-fields (political ecology, economic geography, post colonialism, gender etc.) appearing in each issue. Key journals such as *Society and Space*, *Transactions of the Institute of British Geography*, *Journal of Historical Geography*, *Urban Geography*, *Dialogues in Human geography*, *Cultural Geographies*, *Antipode*, and *Gender, Place and Culture* are worth keeping abreast of.

Stuart Elden, Professor of Geography at the University of Warwick has an excellent blog (Progressivegeographies) exploring the links between Geography and political/social theory....and just about everything else: <http://progressivegeographies.com/>

### **Written requirement:**

The submission of a *research proposal* to be handed in no later than May 18<sup>th</sup> 2015.

There is a website that I developed on the IIS website devoted to the preparation of a proposal at:

<http://globetrotter.berkeley.edu/DissPropWorkshop/>

and at:

[http://geography.berkeley.edu/people/person\\_detail.php?person=21](http://geography.berkeley.edu/people/person_detail.php?person=21)

*The Art of Writing a Proposal* prepared by the Social Science Research Council which is the best short discussion of how to structure a research proposal.

<http://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/>

At various points during the semester I shall discuss actual proposals and how to develop a compelling research question. I shall distribute my book chapter entitled "In search of the Holy Grail" on dissertation research at the beginning of the semester (it is available on my website).

### **Learning to Write**

Much can be said about academic writing and all of us typically get pissed off when, every year it seems, the *New York Times* publishes (again) a snotty article on the deplorable state of academic pen-personship (usually quoting gobs of Judith Butler or, in one famous case a few years back our own Allan Pred). I loathe the idea that as social scientists we should not deploy our own language, some of which can be necessarily technical and difficult. But I also believe that much social science does not exactly make for a pleasurable reading experience and writing is often marked by extraordinary sloppiness and ambiguity. Make precise claims seems to me to stand at the heart of what we do, irrespective of theory, political orientation, method etc. I'd recommend the following as most definitely worth looking at:

Francis Noel-Thomas and Mark Turner, 2011 *Clear and Simple as the Truth*. Princeton University Press.

Steven Pinker, 2014 *The Sense of Style*. Viking.

The bottom line is that we commit ourselves to a life of writing. At the very least it's worth thinking about and for all of us to scrutinize our prose.

## **I'D LIKE TO OFFER A FEW "PRINCIPLES FOR SEMINAR DISCUSSIONS"**

The following guidelines are intended to facilitate seminar discussions. We are a small group and this will mean that we all have to contribute and participate to make discussions work. There will not necessarily be presentations but conversations require that we all speak up, air our views, and help us (all) figure things out and move our projects and interests forward. These comments may seem over the top, but I have found them useful (even in small group settings such as ours) Some of them may sound obvious, but from past experience it is still important to make them explicit.

**1. READINGS.** At least for the first part of each seminar session the discussions should revolve around the weeks readings rather than simply the topic. There is a strong tendency in seminars, to turn every seminar into a general "bull session" in which participation need not be informed by the reading material in the course. The injunction to discuss the readings does not mean, of course, that other material is excluded from the discussion, but it does mean that the issues raised and problems analyzed should focus on around the actual texts assigned for the week.

**2. LISTEN.** In a good seminar, interventions by different participants are linked one to another. A given point is followed up and the discussion therefore has some continuity. In many seminar discussions, however, each intervention is unconnected to what has been said before. Participants are more concerned with figuring out what brilliant comment they can make rather than listening to each other and reflecting on what is actually being said. In general, therefore, participants should add to what has just been said rather than launch a new train of thought, unless a particular line of discussion has reached some sort of closure.

**3. TYPES OF INTERVENTIONS.** Not every seminar intervention has to be an earthshattering comment or brilliant insight. One of the reasons why some students feel intimidated in seminars is that it seems that the stakes are so high, that the only legitimate comment is one that reveals complete mastery of the material. There are several general rules about comments that should facilitate broader participation:

- a. No intervention should be regarded as "naive" or "stupid" as long as it reflects an attempt at seriously engaging the material. It is often the case that what seems at first glance to be a simple or superficial question turns out to be among the most intractable.
- b. It is as appropriate to ask for clarification of readings or previous comments as it is to make a substantive point on the subject matter.
- c. If the pace of the seminar discussion seems too fast to get a word in edgewise it is legitimate to ask for a brief pause to slow things down. It is fine for there actually to be moments of silence in a discussion!

**4. BREVITY.** Everyone has been in seminars in which someone consistently gives long,

overblown speeches. Sometimes these speeches may make some substantively interesting points, but frequently they meander without focus or direction. It is important to keep interventions short and to the point. One can always add elaborations if they are needed. This is not an absolute prohibition on long statements, but it does suggest that longer statements are generally too long.

**5. EQUITY.** While acknowledging that different personalities and different prior exposures to the material will necessarily lead to different levels of active participation in the seminar discussion, it should be our collective self-conscious goal to have as equitable participation as possible. This means that the chair of the discussion has the right to curtail the speeches by people who have dominated the discussion, if this seems necessary.

**6. SPONTANEITY vs. ORDER.** One of the traps of trying to have guidelines, rules, etc. in a discussion is that it can squelch the spontaneous flow of debate and interchange in a seminar. Sustained debate, sharpening of differences, etc., is desirable and it is important that the chair not prevent such debate from developing.

**7. ARGUMENTS, COMPETITIVENESS, CONSENSUS.** A perennial problem in seminars revolves around styles of discussion. I think that it is important in seminar discussions to try to sharpen differences, to understand where the real disagreements lie, and to accomplish this is it generally necessary that participants “argue” with each other, in the sense of voicing disagreements and not always seeking consensus. On the other hand, there is no reason why argument, even heated argument, need be marked by aggressiveness or contentiousness.

## SEMINAR OUTLINE

### PART I

#### Week 1 January 21st Geographical Knowledges

Andrew Barry, Geography and Other disciplines, unpublished manuscript, University College London, 2013.

Robert Mayhew, Geography's genealogies, in John Agnew and David Livingstone, eds, *SAGE Handbook of Geographical Knowledge*, SAGE, 2011.

Charlie Withers, Geography's Narratives and Intellectual History, in John Agnew and David Livingstone, eds, *SAGE Handbook of Geographical Knowledge*, SAGE, 2011

Gould, P. R. Geography 1957-1977: the Augean period. *Annals of the Association of American Geographers*, 69, 1979, 139-51.

D.N. Livingstone. Should the History of Geography be X-Rated? *The Geographical Tradition: Episodes in the History of a Contested Enterprise*. Blackwell: Oxford, pp.1-31.

David N Livingstone. Science, text and space: thoughts on the geography of reading. *Transactions of the Institute of British Geographers*. Volume 30 Issue 4, (2005), pp. 391 – 401.

F. Driver. New Perspectives on the History and Philosophy of Geography. *Progress in Human Geography*. 18(1), 1994, pp. 92-100.

Livingstone, D.N. 2003. *Putting Science in its Place: Geographies of Scientific Knowledge*. University of Chicago Press, Chapters 1, 2, 5, pp. 1-86, 179-186.

Ron Johnston, Geography: a different sort of discipline? *Transactions, Institute of British Geographers* 28(2): 133-141

David Harvey, On the History and Present Condition of Geography: An Historical Materialist Manifesto, *Professional Geographer*, Vol. 36, No. 1 (February 1984): 1-11.

#### Secondary Readings:

Peter Kropotkin, What Geography ought to be (1885), republished in Harald Bauder and Salvatore Di Mauro (eds), *Critical Geographies*, Praxis Press, 2008, chapter 2.

Neil Smith, Academic war over the field of Geography, *Annals of the AAG*, 77/2 1987, 155-172.

Thomas Glick, Before the Revolution: Edward Ullman and the Crisis of Geography at

Harvard, 1949-1950, in John E. Harmon and Timothy J. Rickard, eds., *Geography in New England* (New England Geographical Society, 1988), pp. 49-62.

Stuart Elden, Reassessing Kant's Geography, *Journal of Historical Geography* 3 2009 3–25.

**Berkeley School Book:** T. Bassett, *The Peasant Cotton Revolution in West Africa: Côte d'Ivoire, 1880-1995*, (Cambridge: Cambridge University Press).

## Week 2 January 28<sup>th</sup> The 'Berkeley School' of Geography

Carl Sauer, The morphology of landscape, in John Leighly (ed.), *Land and Life*, University of California Press, 1925/1963 (see also his Sauer, Carl. 1956. The agency of man on the earth." *Man's role in changing the face of the earth*, W.L. Thomas et al (ed) Princeton University Press, 49-69. Read the letter he wrote to the Rockefeller Foundation after being approached to give his ideas on their nascent Green Revolution.

Carl Sauer, Foreword to Historical Geography, *Annals of the Association of American Geographers*, Vol. 31, No. 1 Mar., 1941, pp. 1-24.

Carl O. Sauer, The Education of a Geographer. *The Annals of the Association of American Geographers*, Vol. 46 (1956): 287-99.

Ken Matthewson, Sauer and his Critics, in *Carl Sauer on Culture and Landscape: Readings and Commentaries* co-edited with William M. Denevan, Baton Rouge: Louisiana State University Press, 2009.

Don Mitchell, *Cultural Geography*, Blackwell, 2000, Chapter 1.

Richard Walker, Golden State Adrift, *New Left Review*, 66, 2010.

Richard Walker, Carl Sauer's Brain, Lecture, University of Kentucky (unpublished) 2009.

Clarence Glacken, Changing Ideas of an Inhabitable World (from *Man's Role in Changing the Face of the Earth*), Princeton University Press, 1954, & his short piece Man Against Nature published in 1970. I have also included a manuscript from his "lost book", the sequel to his famous *Traces on the Rhodeian Shore* (see my interview with Stuart Elden: <http://societyandspace.com/material/interviews/interview-with-michael-watts-on-nigeria-political-ecology-geographies-of-violence-and-the-history-of-the-discipline/>)

David Hooson, In Memoriam: Clarence Glacken, *Annals of the AAG*, 81/1, 1991, pp. 152-158.

James Duncan The superorganic in American cultural geography, *Annals of the AAG*, 70/2, 1980 181-198.

Wheatley, Paul. Proleptic observations on the origins of urbanism. *Liverpool Essays in Geography*. Longmans London, 1967. 315-341.

Bernard Nietschmann, Ecological Change, Inflation, and Migration in the Far Western Caribbean *Geographical Review*, Vol. 69, No. 1 (Jan., 1979), pp. 1-24. And The Nietschmann Syllabus, *The Geographical Review*, 2001, 91, pp.1751-84.

Allan Pred, Unspeakable Spaces, racisms past and present on exhibit in Stockholm, or the unaddressable addressed, *City and Society*, XXXI, 2001.

Michael Watts, Gould's Book of Fish, Charles Withers (ed), *Geographers: Bibliographical Studies*, 29, Continuum Press, 2010, 151-176.

<http://societyandspace.com/material/interviews/interview-with-michael-watts-on-nigeria-political-ecology-geographies-of-violence-and-the-history-of-the-discipline/>

### **Secondary Reading.**

Richard Symanski, *Unmasking the Great God Sauer*, 2014 unpublished manuscript.

Michael Williams *To Pass on a Good Earth*. 2014 University of Virginia Press, two chapters.

David Stoddart, *On Geography*, Blackwell, 1986, chapter 8.

### **Examples of recent Dissertations:**

Berkeley School Dissertation: *Insuring climate change? Science, fear, and value in reinsurance markets*, Leigh Taylor Johnson, 2010.

**Berkeley School Book:** Judy Carney, *Black Rice*, Harvard University Press, 1999.

## **PART II**

### **Week 3 February 4<sup>th</sup> Research Design and the Craft of Research**

Robert Alford, *The Craft of Inquiry*, Oxford University Press 1998, chapters 1-3

Kristin Luker, *Salsa Dancing into the Social Sciences*. Harvard University Press, 2008, chapters 1-7.

Michael Burawoy, *The Extended Case Method*. University of California Press, 2009, Introduction, chapter 1.

Michael Watts, In search of the Holy Grail, in E. Peregman (ed)., *A handbook for social science field research*, Sage, 2006. This is also available on the website below.

Please explore the website: <http://iis.berkeley.edu/funding-opportunities/graduate>

Andrew Sayer, 1999 *Method in Social Science*. Hutchinson, Chapter 9.

John Allen, A question of language, in M.Pryke et al (eds)., 2000 *Using Social Theory*. Sage, Chapter 1.

Research proposals: please read Research Proposal # 1.

### **Other Readings:**

Paul Cloke et al., *Practising Human Geography*, Sage, 2004, chapter 10.

Ellen Perelman and Sara Curran (eds)., *A Handbook for Social Science Field Research*. Sage, 2006 (a useful collection with contributions on various aspects of doing research: archives, surveys, interviews, and so on).

### **Examples of recent Dissertations:**

Berkeley School Dissertation: *Contemporary Korean/American Evangelical Missions: Politics of Space, Gender, and Difference*, Ju Hui Judy Han, 2009.

**Berkeley School Book:** William Boyd, *The Slain Wood: Papermaking and its environmental consequences in the American South*. Johns Hopkins University Press, 2015.

### **Examples of recent Dissertations:**

Berkeley School Dissertation: *The Caribbean in the World: Imaginative Geographies in the Independence Age*, Joshua Ian Jelly-Schapiro, 2011.

## **PART III**

### **Week 4 February 11<sup>th</sup> The City and its Metabolisms**

Asher Ghertner, *Rule by Aesthetics: World Class City making in Delhi*. Oxford University Press, 2015.

Asher Ghertner Why gentrification theory fails in 'much of the world', *City*, 2015 19:4, 552-563

<http://geography.rutgers.edu/faculty/facultygrad/85-faculty-ghertner>

Matthew Gandy, *The Fabric of Space*. MIT Press, 2014, chapters Introduction, 1 and 5.

Nikil Anand, Leaky States, *Public Culture*, 2015, 27/2, pp.305-330.

### **Secondary Readings,**

Roy, Ananya The 21st-Century Metropolis: New Geographies of Theory', *Regional Studies*, 2009, 43: 6, 819 — 830 (also see Roy, A. Conclusion: Postcolonial Urbanism: Speed, Hysteria, Mass Dreams, in *Worlding Cities: Asian Experiments and the Art of being Global* eds A.

Roy and A. Ong, Wiley-Blackwell, Oxford, UK, 2011.

Michael Goldman, Speculative Urbanism, *International Journal of Urban and Regional Research*, 35, 2011, pp.555-581.

Scott, A. J. and Storper, M., The Nature of Cities: The Scope and Limits of Urban Theory. *International Journal of Urban and Regional Research*. 10. 2014.

James Holston, Insurgent Citizenship, *Planning Theory*, 2009, 8, pp.8-21.

Arjun Appadurai, Spectral Housing and Urban Cleansing, *Public Culture*, 12/3, 2000, pp.627-651.

Abdul Maliq Simone, People as Infrastructure, *Public Culture*, 2004, 16(3): 407–429

### **Other optional materials:**

Neil Brenner, Theses on Urbanization, *Public Culture* 25/1, 2013, pp85-114.

Ash Amin, The urban condition, *Public Culture* 25/2, 2013, pp.201-208.

David Harvey, *Rebel Cities*, London, Verso, 2012.

Ricky Burdett, Designing urban democracy, *Public Culture*, 25/2, 2013, pp.349-49.

Patrick Legales and Michael Storper, Social theory and the City, unpublished manuscript. UCLA/LSE, 2014 .

See also the urban cultural studies blog:

<https://urbanculturalstudies.wordpress.com/>

**Berkeley School Book:** Kimberly Kinder, *The Politics of Urban Water*, University of Georgia Press, 2015.

### **Week 5 February 18<sup>th</sup> Nature, Capital, Anthropocene**

Jason Moore, *Capitalism in the Web of Life*. Verso, 2015.

<http://www.jasonwmoore.com/>

Johnson, Leigh. Geographies of securitized catastrophe risk and the implications of climate change. *Economic Geography* 90.2, 2014 : 155-185.

Jake Kosek, Ecologies of Empire, *Cultural Anthropology*, 25/4, 650-678.

Braun Bruce. New Materialisms and Neoliberal Natures, *Antipode*, 2015, 47, pages 1–14 (and also Biopolitics and the molecularization of life, *Cultural Geographies* 2007 14: 6-28 ).

Anna Tsing, On Nonscalability, *Fuzzy Studies*, Part 3, 2013.

*The Anthropocene:*

Dipesh Chakrabarty, The climate of history, *Critical Inquiry*, 35, 2009, 197-223.

Donna Haraway, Anthropocene, Capitalocene, Plantationocene, Chthulcene, *Environmental Humanities*, 6, 2015, 159-165.

Kathryn Yusoff, Geologic Life, *Society and Space*, 31, 2013, 779-795.

Timothy LeCain, Against the Anthropocene, *International Journal for History, Culture and Modernity*, 3/1, 2013.

### **Other reading**

T. Perrault and James McCarthy, *Handbook of Political Ecology*, Routledge, 2015.

Raymond Bryant (ed.), *International Handbook of Political Ecology*, Elgar, 2015.

William Boyd, Making Meat, *Technology and Culture*, 42, 2001, pp.631-660.

Michael Watts, Then and Now, T. Perrault and James McCarthy, *Handbook of Political Ecology*, Routledge, 2015.

**Berkeley School Book.** Jake Kosek, *Understories*, Duke University Press, 2007

### **Week 6 February 25<sup>th</sup> Land and Agrarian Questions**

Sharad Chari, *Fraternal Capital*, Stanford University Press, 2005.

<http://cisa-wits.org.za/assoc-professor-sharad-chari/>

Michael Levien, The Politics of Dispossession, *Politics and Society*, 2014, 41, 351-374.

Tania Li, Centering labor in the land grab debate, *Journal of Peasant Studies*, 38/2, 281-298.

Christian Lund, Twilight Institutions, *Development and Change*, 2006, 37/4, 685-705.

Nicholas Bromley, Enclosure, Common Right and the Property of the Poor, *Social Legal Studies* 2008, 17/3,.

Y.Zhao and C. Webster, Land dispossession and enrichment in China's suburban

villages. *Urban Studies*, 48, 2011, 529-551.

Massimo De Angelis, Separating the doing and the deed. *Historical Materialism*, 12/2, 2004, 57-87.

Michael Watts, 2016 Agrarian Classics: Violent Entrepreneurs, *Journal of Peasant Studies*, forthcoming

### **Secondary Reading:**

Christian Lund and Catherine Boone, Land politics in Africa, *Africa*, 2013, 1-13. 83/1.

Nancy Peluso and Christian Lund, New frontiers of land control, *Journal of Peasant Studies*, 38/4, 2011, 667-68.

Phil McMichael, Landgrabbing as security mercantilism. *Globalizations* 2013, 10/1, 47-64.

**Berkeley School Book:** Wendy Wolford, *The Land is Ours Now*. Duke University Press 2010.

### **Week 7 March 3<sup>rd</sup> Security-Insecurity-Space**

Louise Amoore, *The Politics of Possibility*, Duke University Press, 2013.

Louise Amoore is professor of geography at Durham University:  
<https://www.dur.ac.uk/geography/staff/geogstaffhidden/?id=2710>

Anderson, Ben. Preemption, precaution, preparedness: Anticipatory action and future geographies. *Progress in Human Geography* 34.6 2010: 777-798 (and/or his Affect and Power, *Transactions of IBG*, 37, 28-43).

Lentsoz, F. and Rose, N. Governing Insecurity. *Economy and Society* 38/2 2009, 230-254.

Dillon, Michael. Governing through contingency: The security of biopolitical governance. *Political Geography* 26.1 2007: 41-47.

Lauren Berlant, Slow Death (Sovereignty, Obesity, Lateral Agency) *Critical Inquiry*, Vol. 33, No. 4, 2007, 754-780.

Andrew Lakoff, Preparing for the next emergency, *Public Culture*, 19/2 2007, 243-273.

Trevor Paglen, Photo Essay, *Humanity*, 5/1, 2014, 57-71.

Joseph Masco:

<http://the-archipelago.net/2014/08/07/joseph-masco-militarization-of-territorial-planning-in-cold-war-usa/>

## **Other Reading**

Ash Amin, *Land of Strangers*, Polity 2012,

Trevor Paglen, *Blank Spots on a Map*. Dutton, 2009

See Derek Gregory's blog on war, peace and security with many downloads of his new work.

<http://geographicalimagination.com/>

S. Elden and J. W. Crampton. In J. W. Crampton and S. Elden. *Space, Knowledge and Power*. Ashgate: Aldershot, 2007, chapter 17, 19, and Introduction.

The obvious reference point here is Michel Foucault and his 1977-78 lectures, *Security, Territory and Population*, Palgrave 2008.

**Berkeley School Book:** Mark Hunter, *Love in the Time of AIDS*. Indiana University Press, 2010.

## **Week 8 March 10<sup>th</sup> Maps, Globes, and Cartographic Reason**

Denis Wood and Joe Bryan, *Weaponizing Maps*. Guilford, 2015

[http://geography.colorado.edu/people/faculty\\_member/bryan\\_joe](http://geography.colorado.edu/people/faculty_member/bryan_joe)

An interesting controversy arose over the contemporary relations between militarism and geography and the so-called Bowman expedition: see the Book Review Symposium on the book by Joel Wainwright, *Geopiracy: Oaxaca, Militant Empiricism, and Geographical Thought* Palgrave Macmillan 2013, published in *Dialogues in Human Geography* 7/3, 2014, and Joe Bryan, Force Multipliers, *Political Geography*, 25, 2010).

Denis Wood, *Rethinking the Power of Maps*. Guilford Press, 2010, chapters 2-4.

Iain Boal, Globe Talk, *History Workshop*, 61, 2007, pp.342-349.

Benjamin Lazier, Earthrise, *American Historical Review*, 2011, 602-631.

## **Other readings**

Denis Cosgrove, *Apollo's Eye: a cartographic genealogy of the earth in the Western Imagination*. Johns Hopkins Press, 2001.

Brian Harley, *The New Nature of Maps*, Johns Hopkins Press, 2002, selected chapters.

Ben Anderson, *Imagined Communities*, Verso, new edition, 2007, Chapter 10.

Matthew Sparke, *In the space of theory*, University of Minnesota Press, 2005, chapter 1.

Bruce Braun, Producing Vertical Territory, *Cultural Geographies*, 7/7, 2000, pp.9-25.

John Pickles, *A History of Spaces*, Routledge, 2005 (selections).

Jeremy Crampton, *Mapping*, Wiley, 2010, chapters 3 and 4.

See the section in Harald Bauder and Salvatore Engel (eds.), *Critical Geographies*, Praxis Press 2008, Part IV, on mapping and representation: especially the articles by

Rebecca Solnit, *Infinite City: A san Francisco Atlas*, University of California Press, 2010.

**Berkeley School Book:** Trevor Paglen, *Blank Spots on a Map*. Dutton, 2009

### **Week 9 March 17<sup>th</sup> Occupation, Territory, Frontier**

Eyal Weizman, *Hollow Land*. Verso, 2007. (I have also included three new short pieces by Weizman, Matter Against Memory, Forensis and The Conflict Shoreline on Bcourses)

<http://www.gold.ac.uk/visual-cultures/w-eizman/>

James Ron, *Frontiers and Ghettoes*, University of California Press, 2005, pp.1-25.

Beretta, S. and J. Markoff, 2006. Civilization and Barbarism, in F. Coronil and J. Skurski (eds.), *States of Violence*, University of Michigan Press, 2006. Pp. 33-75.

Teo Ballve, Everyday state formation, *Society and Space*, 30, 2012, 603-622.

Michael Watts, Frontiers: precarity and insurgency at the edge of the state, forthcoming, *World Development*, 2016.

Talal Asad, Where are the margins of the state,

### **Secondary Readings**

Nick Blomley, Law, property and the grid of violence. *Annals of the AAG*, 93/1, 203, 121-141.

Eislenberg, M. 2014 Frontier constellations. *Journal of Peasant Studies*, 41/2, 157-182.

Chlafin, B. 2010 *Neoliberal Frontiers*. Chicago: University of Chicago Press.

Korf, K. and T. Raemaekers (eds.), 2013 *Violence at the margins*. London: Palgrave.

**SPRING BREAK NO CLASS ON MARCH 24<sup>th</sup>**

### **Week 10 March 31<sup>st</sup> Local-Global, State-Nation**

Manu Goswami, *Producing India*, University of Chicago Press, 2004.

<http://history.fas.nyu.edu/object/manugoswami>

Nicos Poulantzas, The Nation, in N. Brenner et al (eds), *State/Space*, Blackwell, 2003.

Henri Lefebvre, Space and the State, in N. Brenner et al (eds), *State/Space*, Blackwell, 2003.

Neil Brenner and Stuart Elden. Henri Lefebvre on Space, State, Territory. *International Political Sociology*. Volume 3, Issue 4, pages 353–377, December 2009.

Bob Jessop et al, Theorizing socio-spatial relations, *Society and Space* 26, 2008.

### **Secondary Readings**

Stuart Elden. Land, terrain, territory. *Progress in Human Geography December 2010 vol. 34 no. 6* 799-817.

Doreen Massey. The Political Challenge of Relational Space: Introduction to the Vega Symposium, *Geografiska Annaler* 86 B (1), 2004, p. 3.

Doreen Massey. Geographies of responsibility. *Geografiska Annaler* 86 B (1), 2004, pp.5-18.

John Allen. The whereabouts of power: politics, government and spaces. *Geografiska Annaler* 86 B (1), 2004 pp.19-32.

Ash Amin. Regions Unbound: Towards a New Politics of Place. *Geografiska Annaler* 86 B(1), 2004 pp.33-44.

Nigel Thrift. Intensities of Feeling: Towards a Spatial Politics of Affect. *Geografiska Annaler* 86 B (1), 2004 pp.57-78.

**Berkeley Book:** Richard Schroeder, *Africa After Apartheid: South, Race and Nation in Tanzania*. Indiana University Press 2014.

## **PART IV**

**Week 11 April 7<sup>th</sup> Individualised Research and one on one meeting**

**Week 12 April 14<sup>th</sup> Individualised Research and one on one meetings**

**Week 13 April 21<sup>st</sup> Individualised Research and one on one meetings**

**Week 14 April 28<sup>th</sup> Individualised Research and one on one meetings**

## **PART V**

**Week 15 May 5<sup>th</sup> Professionalization: Constituting Fields, Oral Exams, Constituting and Working with Dissertation Committees, Funding, Jobs, Labor Markets, Teaching/Classes, Giving Conference Papers.....**

Mark Edmundsen, *Why Teach: In defense of Real Education*. Bloomsbury, 2013, selected chapters.

Examples of Fields and Fields Statements and examples of proposal, course syllabi, and manuscripts for review are posted on Bspace. Discussions of constituting committees, labor market, and other issues.

Reflections of the job search.

For writing:

*Writing for Scholarly Journals*, University of Glasgow. Ejournal (onBspace)

<http://progressivegeographies.com/2015/01/03/how-to-get-published-in-an-academic-journal-top-tips-from-editors/>

<http://chronicle.com/article/Why-Academics-Writing-Stinks/148989/>

Francis Noel-Thomas and Mark Turner, 2011 *Clear and Simple as the Truth*. Princeton University Press.

**Berkeley School Dissertation**, Lindsey Dillon, Waste, Race, and Space: Urban Redevelopment and Environmental Justice in Bayview-Hunters Point, 2014.

**Week 15 May 9-13th Workshop Proposal Presentations**

Exact date to be determined