

## 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:* Tu/Thursday 11.15am-2.15pm or by appointment

*Email address:* [mwatts@berkeley.edu](mailto:mwatts@berkeley.edu)

*Location & Time of Class:* Wednesday 12 noon-3.00pm, Room 509 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 some but probably a limited background in Geography as such: 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.

2. *Thinking Geographically*: here I am going to devote seven weeks to a set of readings – typically built around a core monograph and supplementary readings – which hopefully reflect your own interests and potentially your doctoral interests. This means obviously that in empirical terms the topics we will cover are exceptionally diverse, and are something of a gamble in the sense that I (and perhaps you) only have a tentative and general sense of what you might end of doing for your dissertation. That said, the idea is to select a raft of broad issues which I hope will speak so some of your intellectual concerns. The monographs will not necessarily be authored by geographers but our challenge will be to think geographically about the issues they raise and what a geographic perspective might bring. Again my goal here is to simultaneously engage with contemporary human geography while at the same time placing your interests on a larger social scientific landscape. Every week will consist of a core monograph and a posse of other complementary articles and chapters. Each week I'd like one or two people to make a short presentation to get the discussion going (and each week everyone will post a short one-pager on the readings).
  
3. *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 or part of a 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>

4. *What is entailed in crafting, designing and writing a dissertation?* This will involve taking a look at a book produced as a dissertation and subsequently converted into a 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 or interest) 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) 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/>

See also William Bowen, *In Pursuit of the PHD*, Princeton University Press.  
<http://press.princeton.edu/titles/4957.html>

5. *To provide an opportunity in the latter third of the semester to focus on a set of readings – identified by you which 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 study. 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. It is worth bearing in mind that I'd like everyone to engage with some aspect of a research proposal as their requirement for the class, and indeed we shall have the last session devoted to reading and workshopping all of your proposals.

6. *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. I'll bring into class at various points some of our PHD students who are finishing up to reflect upon their experiences.

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 (I hope) speak directly to the interests of the group. The next 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. We'll end up with a session on what I am calling "professionalization" (tho we shall, I

hope have occasion to talk about these issues throughout the semester). Our final session will be a workshop in which we collectively workshop your proposals.

*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 Tuesday 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 on May 12th to discuss 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 17<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).

Obviously articles from journals you can directly access yourself through ejournals in the library collection.

Here are the core monographs. I have indicated with an \* those books which I have in pdf form. Perhaps some of you can sleuth copies of some of the other books. If not we scan unless you want to purchase (many are available on line in used form).

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

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

(\* Jason de Leon, *The Land of the Open Graves*. University of California Press, 2015.

Steve Early, *Big Oil, Big Money, and the Remaking of an American City*, Boston, Beacon Books, 2017

Tania Li, *Land's End: capitalist relations on an Indigenous frontier*. Durham, Duke University Press, 2014

Pierre Belanger and Alexander Arroyo, *Ecologies of Power: Countermapping the Logistical Landscapes and Military Geographies of the U.S. Department of Defense*, Boston, MIT Press, 2017.

Nicole Starosielski, *The Undersea Network*, Durham, Duke University Press, 2015.

(\*) Allan Sekula, *Fish Story*, Berlin: Richter Verlag, 1995

Kate Brown, *Plutopia: Nuclear Families in Atomic Cities and the Great Soviet and American Plutonium Disasters*, London: Oxford University Press, 2013

Laura Benton, *A Search for Sovereignty: law, geography and European Empires*, Cambridge University Press, 2010

### **Written requirement:**

The submission of a *research proposal* to be handed in no later than May 17<sup>th</sup> 2017.

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.

### **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 (though equally for some of you these books may be old hat), 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/>  
Another useful website is: <http://www.theory-talks.org/2010/05/theory-talk-38.html>

## **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 it is 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 18<sup>th</sup> Introductions and Organization

This is the first session and we'll spend a large part of the class getting organized, discussing the class organization and so on. But I'd like to devote some time to thinking about geographical knowledge (in general) and specifically your own engagement with the discipline. To this extent I will circulate pdfs of a number of pieces which if you can try and take a look at before we meet would help kick off the discussion.

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.

Ruth Gilmore, Fatal Couplings of Power and Difference, *Professional Geographer*, 54/1, 2002, 15-34.

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.

Doreen Massey, *For Space*. London: Sage, 2005/9, chapters 6, 11, 13.

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

Peter Kropotkin, What Geography ought to be (1885), republished in Harald Bauder and Salvatore Di Mauro (eds.), *Critical Geographies*, Praxis Press, 2008, chapter 2. (and Mike Davis, The coming desert, *New Left Review*, 97, 2015).

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

John Berger, Ten dispatches about place. *Orion Magazine*, 2005  
<https://orionmagazine.org/article/ten-dispatches-about-place/>

### Week 2 January 25<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.

Hart, Gillian. Denaturalizing dispossession: Critical ethnography in the age of resurgent imperialism. *Antipode* 38.5 2006: 977-1004.

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.

**Example of recent Dissertation:**

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 1<sup>st</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. Perecman (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.

Christian Lund, Of what is this a case? *Human Organization*, 73/3, 2014.

Research proposals: please read Research Proposal # 1.

**Other Readings:**

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

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

Ellen Perecman 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*: Josh Jelly-Schapiro, *Island People: the Caribbean and the World*. New York, Knopf, 2016.

### **PART III**

#### **Week 4 February 8<sup>th</sup> The Migrant-Refugee-The Displaced-the Dispossessed**

(\*) Jason de Leon, *The Land of the Open Graves*. University of California Press, 2015.

Z. Bauman, Reconnaissance wars of the Planetary Frontierland, *Theory Culture Society* 2002; 19; 81-97.

Mike Denning, Wageless Life, *New Left Review*, 66, 2010.

Michael Levien, Regimes of Dispossession, *Politics and Society* 41, 2013, 351-94

Saskia Sassen, The savage sorting of winners and losers. *Globalizations*, 7/1, 23-50, 2010.

Michel Agier, Forced migration and asylum from *On the Margins of the World*. Polity Press, London, 2008

I have also added a file called MOBILITIES. This, for those of you with an interest, have a series of pieces on the current refugee crisis and on geographic approaches to mobility. It might be of interest.

#### **Secondary Reading**

Thomas Nail, *The Figure of the Migrant*. Stanford University Press, 2015.

Seth Holmes, *Fresh Fruit, Broken Bodies*. University of California Press. 2013

Patrick Honig, States, Borders and the State of Exception: Framing the Unauthorised Migrant in Europe, *Etnofoor*, Vol. 26, No. 1, Borders (2014), pp. 125-145.

Judy Fudge and Kendra Strauss, Migrants, Unfree Labour, and the Legal Construction of Domestic Servitude: Migrant Domestic Workers in the UK, in C. Costello and M. Freedland (eds.), *Migrants at Work*. Oxford University Press, 2014.

Tom Brass, Unfree Labor as Primitive Accumulation? *Capital and Class*, 35/1, 2011, 23-38.

**Berkeley School Book:** Kimberly Kinder, *DIY Detroit: Making Do Without Services*, University of Minnesota Press, 2016.

## **Week 5 February 15<sup>th</sup> Capital and Community**

(\* Steve Early, *Big Oil, Big Money, and the Remaking of an American City*, Boston, Beacon Books, 2017.

M. Welker, Damani Partidge, Rebecca Hardin, Corporate Lives, *Current Anthropology*, Vol. 52, No. S3, 2011.

Marina Welker, Corporate Security begins in the community, *Current Anthropology*, *Current Anthropology*, Vol. 52, No. S3, 2011.

Jane Guyer, Blueprints, Judgment and Perseverance in a Corporate Context, *Current Anthropology*, Vol. 52, No. S3, 2011.

Laura Pulido Flint, Environmental Racism, and Racial Capitalism, *Capitalism Nature Socialism*, pp.1-15.

Shelby, Tommie. Justice, deviance, and the dark ghetto. *Philosophy & Public Affairs* 35.2 2007, 126-160.

Javier Auyero and Debora Swistun, The Social Production of Toxic Uncertainty 1010 (see also their book *Flammable*, Duke University Press 2009).

## **Secondary Readings**

Michael Watts, The Sinister Life of the Community in G. Creed (ed)., *The Seductions of Community*. School of American Research, Santa Fe, pp. 101-142, 2006.

Laura Pulido, Geographies of race and ethnicity: Environmental racism, racial capitalism and state-sanctioned violence, I and II, *Progress in Human Geography*, 40/5, 2016.

Stuart Kirsch, *Mining Capitalism: The Relationship between Corporations and their Critics*. University of California Press, 2014.

Marina Welker, *Enacting the Corporation*. University of California Press, 2014.

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

## **Week 6 February 22<sup>nd</sup> Land and Maritime Questions**

(\* Tania Li, *Land's End: capitalist relations on an Indigenous frontier*. Durham, Duke University Press, 2014.

*Journal of Agrarian Change*, Special Issue: the Political Economy and Ecology of Capture Fisheries, July 2012 (selected articles on Bcourses).

Liam Campling and Elizabeth Havice, The politics of property in industrial fisheries, Yale University, Agrarian Studies, 2013/Food First.

Jean-Philippe Platteau, Penetration of Capitalism and Persistence of Small-scale Organizational Forms in Third World Fisheries, *Development and Change*, 20/4, 1989, pp.621-51.

Terry Byres, In pursuit of agrarian transition. *Journal of Agrarian Change*, 16/3, pp.432-51.

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

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

### **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 1<sup>st</sup> Militarization-Security-Space**

(\*) Pierre Belanger and Alexander Arroyo, *Ecologies of Power: Countermapping the Logistical Landscapes and Military Geographies of the U.S. Department of Defense*, Boston, MIT Press, 2017.

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

Anderson, Ben. Preemption, precaution, preparedness: Anticipatory action and future geographies. *Progress in Human Geography* 34.6 2010: 777-798.

Louise Amoore, 2014 *The Politics of Possibility*. London, Polity (Introduction and Part 1).

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

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**

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

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).

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

<http://geographicalimagination.com/>

and his Rush to the Intimate, *Radical Philosophy* 150:8 (2008)

### **Berkeley School Book:**

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

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

### **Week 8 March 8<sup>th</sup> Infrastructure of Forgotten Spaces**

(\*) Nicole Starosielski, *The Undersea Network*, Durham, Duke University Press, 2015.

(\*) Allan Sekula, *Fish Story*, Berlin: Richter Verlag, 1995.

In addition I'd suggest we try and organize our session around a viewing of his (and Noel Burch's) 2 hour (I know) documentary: *The Forgotten Space*.

Cowen, D. 2010. A geography of logistics: Market authority and the security of supply chains. *Annals of the Association of American Geographers* 100, no. 3: 600–20. Also Deb Cowen, *The Deadly Life of Logistics*. University of Minnesota Press, 2014 (available electronically in the library through OskiCat). Introduction, Chapters 1, 2 and 4.

De Boeck, F. 210, Infrastructure: Commentary from Filip De Boeck. Curated Collections, Cultural Anthropology Online, November 26,



[http://culanth.org/curated\\_collections/11-infrastructure/discussions/7-infrastructure-commentary-from-filip-de-boeck](http://culanth.org/curated_collections/11-infrastructure/discussions/7-infrastructure-commentary-from-filip-de-boeck)

Brett Neilson Five theses on understanding logistics as power, *Distinktion: Journal of Social Theory*, 13:3, 322-339, 2012.

Hannah Appel, Offshore work, *American Ethnologist* 38/4, 2012.

Alberto Toscano, Lineaments of the Logistical State. *Viewpoint*, 2014, September 28<sup>th</sup>.

Larkin, Brian. The Politics and Poetics of Infrastructure. *Annual Review of Anthropology* 42:327-43, 2013.

### **Other Reading**

Allan Sekula has written extensively about photography and representation and you might wish to look at:

*Against the Grain*, University of Nova Scotia Press, Halifax 1984.

Maro D'Eramo, Dock Life, *New Left Review*, 96, 2015, pp.85-99.

Penny Harvey and Hannah Fox, *Roads: an anthropology of infrastructure and expertise*. Ithaca, Cornell University Press, chapters 1, 2 and 3.

Simon Uribe, *Frontier Road: Power, History, and the Everyday State in the Colombian Amazon*. London, Wiley 2017.

Michael Watts, Enclaves, infrastructures and Frontiers, or what pipelines and oil theft might tell us about infrastructural politics, unpublished paper, University of California, Berkeley. 2017.

**Berkeley School Book:** Sharad Chari, *Fraternal Capital*. Stanford University Press, 2005.

### **Week 9 March 15<sup>th</sup> Disastrous Environments**

(\*) Kate Brown, *Plutopia: Nuclear Families in Atomic Cities and the Great Soviet and American Plutonium Disasters*, London: Oxford University Press, 2013.

Kate Brown, *Dispatches from Dystopia*. Chicago, University of Chicago Press, 2016, Chapter 6, Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place.

Laurent Berlant, Slow Death in *Cruel Optimism*, University of Chicago Press, 2011.

Judith Butler, Precarious Life, Vulnerability and the Obligation of Cohabitation, *Journal of Speculative Philosophy*, 26/2, 2012.

Rob Nixon, Neoliberalism, Slow Violence and the Environmental Picaresque, *Modern Fiction Studies*, Volume 55, Number 3, Fall 2009, pp.443-467. (see also the introduction to *Slow Violence and the Environmentalism of the Poor*. Cambridge, Harvard University Press, 2005).

Calhoun, C. The Idea of Emergency. In *Contemporary States of Emergency*. D. Fassin and M. Pandolfi, D. Fassin and M. Pandolfi, eds. Cambridge, MA: Zone Books. 2010.

### **Secondary Readings:**

Fassin. D. Humanitarianism as a Politics of Life. *Public Culture*. 19(3). 2007. 499- 31/3, 2009.

M. Ticktin, Transnational Humanitarianism, *Annual Review of Anthropology* 2014. 43:273–289.

### **Week 10 March 22<sup>nd</sup> Mapping History: Geography, Law, Sovereignty**

(\* ) Laura Benton, *A Search for Sovereignty: law, geography and European Empires*, Cambridge University Press, 2010.

Lisa Lowe, The intimacies of four continents, in Ann Stoler (ed), *Haunted by Empire*, Duke University Press, 2006.

Manu Goswami, *Producing India*. Chicago, University of Chicago Press, 2004 (Introduction and chapter 1).

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

Gill Hart, Relational Comparison Revisited: Marxist Postcolonial Geographies in Practice, *Progress in Human Geography*, forthcoming, 2017.

### **Secondary Readings**

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.

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

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

## SPRING BREAK NO CLASS ON MARCH 29<sup>th</sup>

### PART IV

**Week 11 April 5<sup>th</sup> Individualised Research and one on one meeting**

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

**Week 13 April 19<sup>st</sup> Individualised Research and one on one meetings**

**Week 14 April 26<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,.....**

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 Bcourses. Discussions of constituting committees, labor market, and other issues.

For writing:

<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.

**Berkeley Book:** Rebecca Lave, *Fields and Streams*, University of Georgia Press, 2012.

**May 12<sup>th</sup> Workshop: Proposal Presentations**