

## 02-45-120 (01)

# Space, Place, and Scale: Foundations of Human Geography

**Dr. Jamey Essex / Fall 2018 / Mon & Wed 2:30 pm - 3:50 pm / Toldo 204**

Office: 1139 CHN / Office hours: Tues and Wed 10 am to 12 pm

Email: [jessex@uwindsor.ca](mailto:jessex@uwindsor.ca) / Phone: 519-253-3000 ext 2358

### Course description

This course provides an introduction to foundational concepts and approaches in the study of human geography, emphasizing the way social, political, economic, and environmental systems shape and are shaped by patterns of geographic and spatial organization. Students pursuing a major in International Relations, Political Science, or Environmental Studies, or a minor or teachable in Geography, will find it particularly useful. This course is a prerequisite for 45-335 Political Geography, and is recommended for students interested in taking 45-440 Remaking North America and 45-465 Seminar in Globalization.

### Course goals and learning outcomes

At the conclusion of this course, successful students will be able to:

- Describe, explain, and critically analyze major issues and phenomena of human geography as they relate to core geographic concepts, especially space, place, and scale, and the importance of geography in relation to other social science disciplines and traditions.
- Research and investigate geographical and political issues using geographic concepts, synthesize data and information from varying sources, present descriptive and empirical evidence to support a central thesis, and engage in self-guided research.
- Confidently assert geographic ideas and arguments, and defend them with sound reason and logic.
- Critically analyze geographic ideas and arguments espoused by politicians, promoted by interest groups and reported by the media.
- Effectively and confidently communicate ideas, arguments and evidence through clear, concise and coherent written work.
- Through geographical analysis, demonstrate understanding of social, political, and economic systems and practices in other societies.
- Recognize and assess the value of social, political, economic, and environmental connections within and between places.

#### *What will I learn?*

Our main goal is that you **learn to think like a geographer**: how to ask the right geographic research questions, and how to provide useful answers to those questions. And maybe how to write better than you do now.

## Required readings

In the past, I have used a textbook as the backbone of this and other courses, with chapters assigned each week alongside other readings. I am not convinced students learn via textbooks, so I am not using one in this course. There are, however, a variety of materials assigned for use in class and assignments, including **articles, book chapters, news stories, recorded lectures, videos, and other sources**. These are available electronically through Leddy Library and the course Blackboard site. Assignments and exams are based on the assigned readings and other class materials, as well as lectures. Come to class and keep up with the assigned materials if you want to have a solid understanding of cases and concepts and do well in this course.

### *What do I have to read?*

There is **no textbook**, but there are **many other** assigned readings, videos, etc. in the course. **Keep up and come to class** if you want to do well and learn some stuff.

## Assignments and grades

### *What gets graded?*

There are **two papers and two exams** in this course.

The papers are due on **October 3** and **November 19**.

Exams are scheduled for **October 22** and **December 13**.

Your grade in this course will be based on two short paper assignments and two exams, which will consist of a mix of question types (e.g., multiple choice, fill in the blank, definition, short answer, reading interpretation, and/or essay). It is possible that I will curve final course grades if necessary.

- **Short paper #1 (15% of course grade) – Maps and sense of place, due Oct 3**
- **Midterm exam (30% of course grade) – during class on Monday, October 22**
- **Short paper #2 (15% of course grade) – Reading the local landscape, due Nov 19**
- **Final exam (40%) – Thursday, December 13, 8:30-10:30 am (room TBA)**

## Course expectations

Below I outline very clearly what I expect of you as a student in this course, and what you should expect of me as the instructor. For more information on the rules and regulations that govern student rights and responsibilities, please consult: University Senate Bylaws 31, 32, 33, and 51) at <http://www.uwindsor.ca/secretariat/47/senate-bylaws-and-policies>; the Academic Integrity Office at [www.uwindsor.ca/aio](http://www.uwindsor.ca/aio); and relevant Faculty of Arts, Humanities, and Social Science policies at <https://bit.ly/2sK7AG6>.

In this course and in this classroom, I expect that you will:

- Attend class regularly (i.e., every Monday and Wednesday), arrive on time, and do all required reading;

- Pay attention, put down your phone, refrain from distracting yourself and your classmates, and use your electronic devices for class-related activities only;
- Approach the course materials with an open mind and a serious attitude;
- Strictly adhere to the student code of conduct and observe the University's policies regarding academic honesty;
- Respect your fellow students' right to learn in a safe and hospitable classroom;
- Respect and take advantage of office hours, particularly if you are falling behind or having difficulty with the material;
- Understand that grades refer to the quality and precision of work being graded, not to your need for a particular grade or to an open-ended negotiation between you and me.

For my part, you can expect that I will:

- Arrive to class on time and well-prepared to lecture and facilitate discussion;
- Complete the grading of exams and assignments in a timely fashion;
- Reply to emails in a timely fashion, normally within two working days;
- Be available during my scheduled office hours, and will re-schedule them if necessary (i.e., I won't cancel them without making them up at some other time);
- Take your questions and ideas seriously, so long as they are relevant to the material;
- Maintain a relaxed but professional classroom space for learning and discussion;
- Treat all students equitably with regard to grading and class discussion.

***Rules and expectations -- short version***

Come to class. Pay attention. Do your own work. Don't make your problem mine. Take this class seriously and keep up with the schedule provided. I will bring respect for your ideas, self-reflection on my teaching, and enthusiasm to the class.

## Course schedule

### **About this schedule**

This looks like a lot of info but **it's basically a calendar**, with (mostly) proper citation of the things we will read and discuss for every day of the course. Follow along, and remember **everything is on the Blackboard site** in the order in which we'll use it in class. If you have any trouble, **see me or the GAs**, and keep this guide to what we're doing each class period.

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- **Sept 10 and 12: What is human geography?**
    - Derek Alderman. (2018) "Time for a Radical Geographic Literacy in Trump America." *AAG Newsletter*, Feb 2018. <http://news.aag.org/2018/02/time-for-a-radical-geographic-literacy-in-trump-america/>
    - Salvatore Natoli. (1994) "'Guidelines for Geographic Education' and the Fundamental Themes in Geography." *Journal of Geography*, 93 (1): 2-6. **(on Blackboard)**
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- **Sept 17 and 19: Key concepts – place, space, and scale**
    - Doreen Massey. (1994) "A Global Sense of Place," from D. Massey, *Space, Place, and Gender*. Minneapolis: University of Minnesota Press, 146-156. **(on Blackboard)**
    - Mini-lectures – "Place," "Space," and "Scale" **(on Blackboard)**
  - **Small group formation on Wed, Sept 19 – do not miss this class!!!**
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- **Sept 24: Identifying research problems in human geography**
    - Carl Lee, Danny Dorling, Nick Clifford, Jenny Pickerill, and Michael Goodchild. (2016) "Geography's place in the world." *Times Higher Education*, online edition, March 24. **(on Blackboard)**
  - **In-class problem: what geographic research questions can and should we ask about our local region?**
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- **Sept 26, Oct 1 and 3: Maps, geospatial information, and geographic knowledge**
    - Jerry Brotton. (2013) "Information: Google Earth, 2012." From J. Brotton, *A History of the World in Twelve Maps*. New York: Viking, 405-436. **(on Blackboard)**
    - Mark Graham. (2015) "Why does Google say Jerusalem is the capital of Israel?" *Slate.com*, November 30. [http://www.slate.com/articles/technology/future\\_tense/2015/11/why\\_does\\_google\\_say\\_jerusalem\\_is\\_the\\_capital\\_of\\_israel.html](http://www.slate.com/articles/technology/future_tense/2015/11/why_does_google_say_jerusalem_is_the_capital_of_israel.html)
    - Justine Hunter. (2014) "Oral history goes digital as Google helps map ancestral lands." *The Globe and Mail* online edition, July 11. <http://www.theglobeandmail.com/news/british-columbia/oral-history-goes-digital-as-google-helps-map-ancestral-lands/article19566302/>

- ***In-class problem: how can we contribute to the production of geographic knowledge?***
- **Short paper assignment #1 due in class on Wed, Oct 3**

- **Oct 8 and 10: Reading week, no class**

- **Oct 15 and 17: Connecting places through a global economy**

- Nik Theodore. (2016) "Worlds of Work: Changing Landscapes of Production and the New Geographies of Opportunity." *Geography Compass*, 10 (4): 179-189. **(on Blackboard)**
- PBS Newshour. (2017) "Texas on front lines of NAFTA negotiations." *PBS Newshour*, online edition, January 28. <http://www.pbs.org/newshour/bb/texas-front-lines-nafta-negotiations/>
- ***In-class problem: what is the future of NAFTA, and how can Windsor adjust to it?***

- **Oct 22: Midterm exam (Room TBA)**

- **Oct 24 and 29: Political geographies**

- Rana Dasgupta. (2018) "The demise of the nation state." *The Guardian*, online edition, April 5. <https://www.theguardian.com/news/2018/apr/05/demise-of-the-nation-state-rana-dasgupta>
- Karam Dana. (2017) "The West Bank Apartheid/Separation Wall: Space, Punishment and the Disruption of Social Continuity." *Geopolitics*, 22 (4): 887-910. **(on Blackboard)**
- ***In-class problem: will the territorial nation-state survive the next century?***

- **Oct 31 and Nov 5: Migration and borders**

- Ghaith Abdul-Ahad. (2015) "Some Tips for the Long-Distance Traveller." *London Review of Books*, 37 (19), October 8. <http://www.lrb.co.uk/v37/n19/ghaith-abdul-ahad/some-tips-for-the-long-distance-traveller>
- Claudio Minca and Alexandra Rijke. (2017) "Walls! Walls! Walls!" *SocietyandSpace.org*, April 18. <http://societyandspace.org/2017/04/18/walls-walls-walls/>
- ***In-class problem: is the border a place of engagement or a line of separation?***

- **Nov 7 and 12: Cultural geography and landscape**

- Alan Greenblatt. (2017) "The Next Cities That Might Remove Confederate Monuments." *Governing*, online edition, June 1. <http://www.governing.com/topics/politics/gov-st-louis-confederate-monuments-new-orleans-forest-park.html>
- Mini-lecture – "Two monuments" **(on Blackboard)**
- ***In-class problem: should we take down that statue?***

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- **Nov 14, 19, and 21: Human-environment relations and climate change**
    - Neil Smith. (2006) "There's No Such Thing as a Natural Disaster." *Understanding Katrina: Perspectives from the Social Sciences*. Social Sciences Research Council (SSRC). <http://understandingkatrina.ssrc.org/Smith/>
    - David Wallace-Wells. (2017) "The Uninhabitable Earth, Annotated Edition." *New York Magazine*, online edition, July 14. <http://nymag.com/daily/intelligencer/2017/07/climate-change-earth-too-hot-for-humans-annotated.html>
    - Brooke Jarvis. (2017) "When Rising Seas Transform Risk Into Certainty." *The New York Times Magazine*, online edition, April 18. <https://www.nytimes.com/2017/04/18/magazine/when-rising-seas-transform-risk-into-certainty.html>
    - Matt McDonald. (2013) "Discourses of climate security." *Political Geography*, 33: 42-51. **(on Blackboard)**
    - *In-class problem: can climate change policy be made more effective, and if so, how?*
    - **Short paper assignment #2 due in class on Mon, Nov 19**

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- **Nov 26 and 28 and Dec 3: Urban geographies**
    - Mike Davis. (2006) "The Urban Climacteric," from M. Davis, *Planet of Slums*. London: Verso, 1-19. **(on Blackboard)**
    - Brian Doucet. (2017) "Why Detroit matters - lessons and visions." *Geography*, 102 (2): 104-110. **(on Blackboard)**
    - Rebecca Solnit. (2016) "Death by gentrification: the killing that shamed San Francisco." *The Guardian*, online edition, March 21. <https://www.theguardian.com/us-news/2016/mar/21/death-by-gentrification-the-killing-that-shamed-san-francisco>
    - *In-class problem: what does a "livable" city look like today and in the future?*

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- **Dec 5: Recap and review**
    - No reading - we will catch up as needed and discuss the final exam
    - *In-class problem: what do we know about how to do geographic research?*
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## FINAL EXAM

**Thursday, December 13, 8:30 - 10:30 am (room TBA)**