Purpose of the Course
This course explores the different bodies of thought which have shaped the character of geography from the late 19th Century to the present. This exploration crosses the traditional sub-disciplinary divisions of human geography, physical geography and GIScience, examining the ways in which all three have been woven together and pulled apart by broad intellectual trends in the discipline. To accomplish this, we will be reading work from all three sub-disciplines whenever possible. When we are finished, students should understand:

1. The theoretical and practical currents that constitute contemporary the discipline of Geography.
2. The place your own research in disciplinary context.
3. The contingent, historical nature of scientific knowledge and practices.
4. The broad outlines of spatial thought and forms of geographical imagination.

Since a comprehensive approach to such a large topic would be impossible, we will concentrate instead on a number key themes, debates, and controversies that have characterized the development of modern geographical science, and at the same time, we will raise questions about how developments seemingly internal to the discipline have related to broader dynamics in science and society. The seminar concludes with a survey of several contemporary perspectives in geography and their conceptual underpinnings, as well as discussions of contemporary disciplinary identities and the relations between the social and natural sciences in geography.

Requirements and Evaluation
Students are expected to read prior to and participate in all class sessions, to engage in discussion and presentation of materials, and to develop a research question and paper on an aspect of disciplinary history relevant to the course.

This is a reading-intensive seminar course (expect about 100-120 pages per week, and set aside time accordingly). Most of the non-text readings are available online in the Library. Others will be made available on Blackboard. Students are expected to come to class meetings having familiarized themselves with the required readings for the week.

The success of the seminar depends on the quality of the class discussions and on our abilities (and at times, the perseverance) to engage with course readings both individually and as a group. Students who do not/cannot meet this first requirement will fare poorly in this class. Student participation in seminar meetings will make up 40% of the final grade.
In practice, the format for the course works like this: each week (after our first meeting), I shall introduce the topic and context of the issues we have been reading about. I shall probably lecture for between 30-60 minutes. We will then have a short period of question and answers for purposes of clarification and elaboration, followed by a 10 minute break. After the break, we will work through the set of readings with students directing most of the discussions. Each text will have been assigned to one or more seminar participants, whose task it will be to briefly summarize and evaluate the chapter or article, to bring out some of the most interesting and significant issues raised in the text, to make connections between the text and other readings of the week or earlier in the semester, and to raise questions of the rest of the class for discussion. These should be thought of as informal presentations—for which some preparation is expected, but they are not detailed “oral reports.” Rather, when directing discussions, you should expect to be interrupted and for the conversation to move in unexpected directions.

Everyone will prepare a weekly set of comments and questions sent to me by Monday noon prior to the Tuesday of class (email to jpickles@unc.edu). I will make these available on Blackboard for all to access. I shall use these comments and questions to guide my introduction to the topic the next day. These question and comment sheets, along with your leadership of discussion around specific issues and groups of texts, will amount to a possible 30% of your grade.

The major writing projects are worth 45% of your grade. You are required to write three short papers (6-10 pages double spaced, each worth up to 15% of grade), possibly based on the one page weekly reflections, focused on the themes and topics of the course and working closely with the readings to clarify and elaborate issues we discuss in the course of the semester. In each you will be asked to demonstrate that you have a grasp of the literature pertaining to some aspect of the history of the discipline and that you have thought through the kinds of historiographic, epistemological, methodological and intellectual questions on which we will focus throughout the semester. The paper must draw on and work with historiographic methods and sources. I recommend ‘close reading’ which asks of you to work with texts, clarify their claims, and build an argument with and from them. If you want to extend your interpretation of the texts into areas of geography or related fields in which you are interested, I ask that you do so by working from your questions or area of interest into and through the texts and themes we investigate in the course (as opposed to a model of writing that starts with several texts and works out into the issues and readings you encounter outside the course or in contemporary literatures). Thus, for example, someone working on race and the geographies of the city might frame their question in terms of the embedded theories of race and identity, or space and ecology, or the physical models that drove the emergence of diffusion theory. Someone interested in the drivers of landscape change might interrogate the historical and intellectual debates around environmental influence (determinism, possibilism, probabilism) and ask how or to what extent these traditions of thought continue (or do not continue) to shape thinking about agent based models. The substance of the proposal should focus on materials and themes from the course, but will be organized around a question and topic you can negotiate with me.

Students will be evaluated on:
- the quality of class participation (30% of total);
- short weekly written assignments and discussion leadership (25% of total).
- three short papers (15% of total each).

REQUIRED TEXTS
BACKGROUND TEXTS AND READERS OF INTEREST

The following is a list of some books that you might find worth consulting.

- *The Dictionary of Human Geography*
- *The Dictionary of Physical Geography*
- *The History of Landforms*
- Gould, P.R. and Pitts, E. *Geographical Voices*
SCHEDULE OF MEETINGS

WEEK 1: January 12. Introduction
WEEK 2: January 19. Thinking Historically
WEEK 3: January 26. Thinking Geographically
WEEK 4: February 2. Immanuel Kant (1724-1804) and Enlightenment Geographies
WEEK 5: February 9. Alexander von Humboldt’s Science and Poetics
WEEK 6: February 16. Inventing the Earth & Darwin, Lamarck, and Evolutionary Theory
WEEK 7: February 23. Friedrich Ratzel and the Conflict Over Explanation: Diffusion
WEEK 8: March 2. Friedrich Ratzel and the Conflict Over Explanation: Determinism
WEEK 9: March 9. NO CLASS: Spring break
WEEK 10: March 16. Colonial, Cartographies and Post-Colonial Thought
WEEK 12: March 30. War Time and Post-War Geographies
WEEK 14: April 13. AAG: Washington DC
WEEK 15: April 20. Feminism and the Role of Women in Geography
WEEK 16: April 27. Presentations: Choice from three topics. (1) GIS, Science, and Society; Relevance, Radicalism, and Public Policy. (3) Engaging Complexity.

SCHEDULE OF READINGS

WEEK 1. 12 January 2009
Introduction

WEEK 2. 19 January, 2009

THINKING HISTORICALLY


WEEK 3: 26 January, 2009

THINKING GEOGRAPHICALLY

- Ron Johnston, “Geography: a different sort of discipline?” Transactions, Institute of British Geographers 28(2): 133-141
Kant on Geography:
"I treat [Geography] not with the completeness and philosophical exactitude in each part, which is a matter for physics and natural history, but with the rational curiosity of a traveler who collates his collection of observations, and reflects on its design."

On Enlightenment:
"Enlightenment is man’s release from his self-incurred tutelage. Tutelage is man’s inability to make use of his understanding without discretion from another. Self-incurred is this tutelage when its cause lies not in lack of reason but in lack of resolution and courage to use it without direction from another. Sapere aude! Have the courage to use your own reason!—that is the motto of enlightenment."

Kant (1724-1804) was a lecturer of geography at Königsberg University throughout his career. In addition to his critical writings in philosophy, he wrote several key works in geography, especially Outline and Prospectus for a Course of Lectures in Physical Geography (1757) and Physische Geographie (1802). In them Kant developed the concept of geography as being concerned with space in contrast to history's concern with time. Space and time were, in this view, the fundamental principles for all worldly objects and for human experience. He is also claimed as ‘a founding father’ by Anthropology. The classic geographical text on Kant and Geography is J A May. Kant's concept of geography and its relation to recent geographical thought. Toronto : University of Toronto Press, 1970.

- Huib Ernste’s presentation on Kantian influences in geographical thought.
"I have omitted to state... the extreme satisfaction I have received from Baron Humboldt's communications. The treasures of information which he possesses are inestimable..." Thomas Jefferson, letter, June 7, 1804

"I formerly admired Humboldt, I now almost adore him..." Charles Darwin, letter, 1832

- David Livingstone. The Geographical Tradition, Ch. 3-4, pp.63-139
- Marie Louise Pratt. Imperial Eyes selections on Humboldtian Science and transculturation.

Humboldt Studies
- Humboldt method. [http://www2.ku.edu/~maxkade/humboldt_humboldtian_method.htm](http://www2.ku.edu/~maxkade/humboldt_humboldtian_method.htm)
- Alexander von Humboldt in Washington (1804). [http://www2.ku.edu/~maxkade/humboldt/contents.htm](http://www2.ku.edu/~maxkade/humboldt/contents.htm)

Captain James Cook:
INVENTING THE EARTH
&
DARWIN, LAMARCK, AND EVOLUTIONARY THEORY

Inventing the Earth

Inventing Evolutionary Models
- Darwin and Geography: A presentation in the Geographic Thought Course, Portsmouth University, UK: http://www.envf.port.ac.uk/geo/courses/geogtheo/darwin.pdf
FRIEDRICH RATZEL (1844-1904) AND THE CONFLICT OVER EXPLANATION

(a) Diffusion and its Travels

Ratzel
- Woodruff Smith. Friedrich Ratzel.
- Carl Ortwin Sauer. On Origins and Diffusion.

Mackinder
FRIEDRICH RATZEL (1844-1904) AND THE CONFLICT OVER EXPLANATION
(a) Determinism, Possibilism, Probabilism


Read: www.geos.ed.ac.uk/homes/ikeighre/phdresearch.html

www.csiss.org/classics/content/24


WEEK 9: 9 March, 2009
NO CLASS – SPRING BREAK
WEEK 10: 16 March, 2009

COLONIALISM, CARTOGRAPHY, AND POST-COLONIAL THOUGHT

- B. Anderson. *Imagined Communities*. Chapter on Census, Map, Museum.
WEEK 11: 23 March, 2009

THE GEOGRAPHICAL IMAGINATION IN AMERICA, 1880-1950


WEEK 12: 30 March 2009

WARTIME AND POST-WAR GEOGRAPHIES

For the second half of class we will focus on the following readings. Please send me your reflections by the end of day Wednesday March 5 th before we meet next on Thursday March 6 th.

- Derek Gregory. Geographical Imaginations, pp. 34-69
- Peter Gould and Forrest Pitts. Geographical Voices, [Selections.]
This week I would like you all to read:


Skim the ten volumes of the International encyclopedia of unified science, edited by Otto Neurath, Rudolf Carnap [and] Charles Morris. Chicago University Press, 1955. [Davis Library: Q175 .I58 . You are skimming only to get a sense of the goals, focus, and issues covered in the attempt to construct a ‘Unified Science’]. Select one of the volumes and prepare a one page single-spaced review of the primary goals and scope of that work. You do not need to read the volume thoroughly, although some of you may get more interested than others in the specifics. I am more interested in you getting an overall sense of the project and the ways in which it articulates a ‘new’ notion of science and method.

- V.1, no. 1. Encyclopedia and unified science / Otto Neurath, et. al. –
- v. 1, no. 2. Foundations of the theory of signs / Charles W. Morris –
- v. 1, no. 3. Foundations of logic and mathematics / Rudolf Carnap –
- v. 1, no. 4. Linguistic aspects of science / Leonard Bloomfield –
- v. 1, no. 5. Procedures of empirical science / Victor F. Lenzen –
- v. 1, no. 6. Principles of the theory of probability / Ernest Nagel –
- v. 1, no. 7. Foundations of physics / Philipp Frank –
- v. 1, no. 8. Cosmology / E. Finlay-Freundlich –
- v. 1, no. 9. Foundations of biology / Felix Mainx –
- v. 1, no. 10. The conceptual framework of psychology / Egon Brunswik.
+WEEK 14: 13 April, 2009 NO CLASS – AAG Washington DC 14-18th April

+WEEK 15: 20 April, 2009

GENDERING SCIENCE:
FEMINISM AND THE ROLE OF WOMEN IN GEOGRAPHY

- Gillian Rose, "Feminism and Geography: An Introduction" and "Women and Everyday Spaces," in Feminism and Geography: The Limits of Geographical Knowledge (Minneapolis: University of Minnesota Press, 1993), 1-40.

WEEK 16: 27 April, 2009

PRESENTATIONS:

In this final week, each of you will make a 15 minute presentation based on one of the following topics and sets of readings. You may link to earlier themes, readings, and discussions, but you do not have to. The paper you present will be the basis for one of your three paper submissions for the course.

TOPICS 1:
GIS, SCIENCE AND SOCIETY


**TOPICS 2: RELEVANCE, RADICALISM AND PUBLIC POLICY**


TOPICS 3:
ENGAGING COMPLEXITY