

WRITING ACROSS THE CURRICULUM REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 3
Action 2-18-93

TYPE I. PROFESSOR COMMITMENT

- Professor Bob Bega Phone 2250
 Writing Workshop? (If not at IUP, where? when?) _____
 Proposal for one W-course (see instructions below)
 Agree to forward syllabus for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSES

- Department Contact Person _____ Phone _____
 Course Number/Title _____
 Statement concerning departmental responsibility.
 Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
 Course Number/Title _____
 Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) B. Bega
Department Chairperson B. Bega
College Dean [Signature] 2/18/93
Director of Liberal Studies [Signature] 2/18/93

COMPONENTS OF A "WRITING SUMMARY"

- (I) "Writing Summary" — one or two pages explaining how writing is used in the course. First, explain distinctive characteristics of the content or students which would help the Liberal Studies Committee understand the summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is expected to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- (II) A copy of the course syllabus.
- (III) Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.

Students

This course is designed for junior or senior majors. Their writing skills should already be good. They will have had two semester of English and probably one other writing course. The goal is to get them to use writing as a tool: taking notes on their reading, writing to pin down an idea, writing to defend a point of view, and writing for a critical disciplinary audience.

Writing is done in groups, in class; it is both graded and ungraded. The long paper goes through drafts and students are encouraged to critique each others work in some assignments. Over forty pages are generated in the course of a usual semester.

Description of Types of Writing

1. Writing to Enhance Reading

Students are expected to take notes on all reading assignments. These notes are to prepare the student for class discussion and to get them in the habit of keeping a record of what they read. The purpose is to train them to be accurate and efficient in this process. The writing assignment is developmental in several ways. The first short assignment of the semester is an exegesis of an article. Students are provided with an example and graded. They are critiqued on their attention to important statements and their ability to restate them critically. The notebooks are collected for comments at two points after this. No grade is given for the interim work. The final product is worth 16%.

2. Writing for Evaluation

One short assignment asks students to evaluate the quality and importance of two journal articles on the same topic. Piece is brought to class, used for small group, then large group discussion. The assignment is used to key students into the importance of bibliographies and to differentiate between narrow and broad thesis statements. Not graded.

3. Writing for Scholarly Review

The "major" paper in this class is a developmental critique of paradigm change in the discipline. Students are expected to make a clear argument about disciplinary change for a single topic and to support it with evidence from the literature. At various points in the semester drafts are reviewed. Class time is spent for peer critiques of arguments. 36%

4. In class writing

Students are asked at various points to write short pieces in

by prof?

class. These are 1) read, 2) exchanged, 3) used as a basis for organizing thoughts. They are not graded.

5. Defending a Position

About one-third of the way through the course the students re-create a classic debate in the literature. Each student is expected to take a stance: pro or con, and defend it. Stress is on argument. There is no bibliography required. 7%

6. Creative Writing

Students are asked to draw a picture of the discipline and to describe it in a creative paragraph. 7%

% = 2/3?

GE411 History of Geography

Bob Begg
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2250/349-5479

Office Hours
TR 9:15-10:15

Course Description: This course is intended to review some of the important themes and major scholars in the last 100 years of geography. It is a capstone course for students with substantial knowledge of the discipline. We will explore broad themes, but will also delve into one or more areas of geography in some depth.

Goals: The student, by the end of the course, should be able to:

1. Recite major figures of the discipline and their contributions.
2. Have developed a framework within which to place individual authors or research programs. The framework will be both historical and epistemological.
3. Have developed a definition or definitions of geography that can adequately answer the question: What is geography anyway?
4. Be able to ask questions in some area of geography that go beyond the current understandings of the discipline.

Process:

Ⓢ A. Reading: Reserve reading will be assigned on a regular basis, independent reading is expected.

B. Writing: All students will be expected to keep a log of there reading. Several short and medium length papers will be required.

C. Talking: This is a seminar. Students will come to class prepared and will talk.

Grading:

- I. Class participation - 60 points.
- II. Three - five short papers - 180 points.
- III. One long paper - 180 points.
- IV. Log - 80 points.

Total 500 points.

A = 430 points
B = 385 points
C = 340 points
D = 290 points
F = <290 points

GE411 History of Geography
Course Outline

Topic

What is geography?

National Assessment Governing Board, U.S. Dept. of Ed. 1992. Geography Assessment Framework for the 1994 National Assessment of Educational Progress.

Fenneman, Nevin M. *The Circumference of Geography* AAAG:9, p.3-11, 1919.

Pattison, William D. *The Four Traditions of Geography*, Journal of Geography:89,5, p. 202-206, 1990.

Three approaches to defining geography.

Buddy Can You Paradigm?

DeBlij, Harm J. 1987. The Earth, Ch 1, p.4-25.

Johnston, R.J. 1991. **The Nature of an Academic Discipline**, in Geography and Geographers, p. 5-27.

What is a paradigm? How do paradigms change? What are the paradigms in geography today?

The Concept of Geography

Hartshorne, R. *The Concept of Geography as a Science of Space, from Kant and Humboldt to Hettner*, AAAG, 40, June, 1958, p.97-108.

Elkins, T.H. *Human and Regional Geography in the German-Speaking Lands in the First Forty Years of the Twentieth Century*, Reflection's on Richard Hartshorne's The Nature of Geography, AAAG, 1989, p.17-34.

What the Germans had to say.

The Landscape Tradition

James, P.E. 1929. *The Blackstone Valley, A study in Chorography in Southern New England.* Annals of the Association of American Geographers, 19,2: 67-109.

Sauer, C. 1924. *The Morphology of Landscape*, in Introduction to Geography, Selected Readings, Dohrs and Sommers ed., Thomas Y. Crowell Company, N.Y. 1967, p.130-139.

The Concept of Geography: Possibilism and Determinism

Semple, E.C. Each student will find a library reading.

Sauer, C. 1956. Agency of Man on Earth, Man's Role in Changing the Face of the Earth, W. Thomas ed., University of Chicago Press, Chicago, p.49-60.

Environmentalism: does it linger?

Looking Ahead: Can the Old Make Sense of the New?

Rollison, P. 1991. "The Spatial Isolation of Elderly Single-Room-Occupancy Hotel Tenants," The Professional Geographer, 43(4), 1991, p.456-464.

Rowe, S. and Wolch, J. 1990. "Social Networks in Time and Space: Homeless Women in Skid Row, Los Angeles," Annals of the Association of American Geographers, 80(2), p. 184-204.

The Hartshorne-Schaefer Debate

Martin, G. 1989. "The Nature of Geography" and the Schaefer-Hartshorne Debate, Reflection's on Richard Hartshorne's The Nature of Geography, AAAG, 1989, p.69-88.

Hartshorne, R. 1956. The Nature of Geography, AAG, 29, 3&4, p. 460-469.

The beginning of a new era?

Class Debate

Come to class prepared to engage in intellectual fisticuffs. Three page paper for or against exceptionalism in geography is due at the end of class.

The Search for a Focus: spatial variables and spatial systems

A student or group of students will be responsible for presenting each of the following topics. Assignments to be made in class. Readings are suggestive, not inclusive. All students should read that which is asterixed.

Johnston, Chapter 4.*

Central Place Theory

Berry, B. and Parr, J. 1988. Market Centers and Retail Location, Prentice Hall, Englewood Cliffs, New Jersey, p. 55 -77.

Hagget, P. 1983. "Chapter 15 City Chains and Hierarchies," in Geography a Modern Synthesis, Harper and Row, New York, p. 360-378.*

Factorial Ecology

Berry, B. and Kasarda, J. 1977. Contemporary Urban Ecology, Macmillan Publishing Co., Inc., p. 108 - 161.

Hagget. "Chapter 16 Worlds Within the City," p. 385-405.*

Gravity Model

Wilson, A. G. 1980. "Comment's on Alonso's 'theory of movement'" Environment and Planning A, p. 727-732.

Wilson, A. G., 1970. Entropy in Urban and Regional Modelling, Chapter 2.

Hagget. "Chapter 18 Worlds Beyond the City, II: Movements and Pathways," p. 441-457.*

Diffusion

Haggett. "Chapter 13 Spatial Diffusion: Toward Regional Convergence," p.303-325.*

Migration

Todaro, M. Economic Development in The Third World, Longman Inc.,

Peters, G. and Larkin, R. 1979. "Chapter 8 Migration and Mobility," in Population Geography, Kendall/Hunt, Dubuque, p.167-190.*

Behavioral Geography: the rationalist alternative

Johnston, Chapter 5.

Golledge, R.G. and Timmermans, H. 1989. "Applications of behavioral research on spatial problems I: cognition," Progress in Human Geography, 13(4), p. 422-444.

Timermans, H. and Gollege, R.G. 1990. "Applications of behavioral research on spatial problems II: preference and choice," Progress in Human Geography, 14(3), p. 311 - 354.

Downs, R.M., Liben, L.S., and Daggs, D. 1988. "On Education and Geographers:The Role of Cognitive Development Theory in Geographic Education," AAAG, 78(4), p.680-700.

Humanism and Phenomenology: a search for relevance and meaning

Johnston, Chapter 6.

Pickles, J. 1988. "Knowledge, Theory, and Practice: the role of practical reason in geographical theory," in A Ground for a Common Search, Golledge, R.G. ed., p. 72 - 90.

1986. "Geographic Theory and Educating for Democracy," Antipode, 18(2), p. 134-154.

Guelke, L. "Intellectual Coherence and the Foundations of Geography," Professional Geographer, 41(2), 1989, p. 123 - 130.

Tuan, Y. 1989. "Surface Phenomenon and Aesthetic Experience," AAAG, 79(2), p.233-241.

1977. "American Cities: symbols, imagery, perception," in Space and Place, University of Minnesota Press, Minneapolis, p. 192-255.

Marxism: the materialist alternative

Johnston Chapter 8, p.237-270

Harvey, D. 1984. "On the History and Present Condition of Geography: An Historical Manifesto," Professional Geographer, 36(1), 1-11.

Massey, D. 1984. Spatial Divisions of Labor: Social Structures and the Geography of Production, Methuen, New York, p. 12-66.

Wilson, D. 1991. "Urban Change, Circuits of Capital, and Uneven Development," The Professional Geographer, 43(4), p.403-415.

Realism and Structuration: new dimensions of space.

Sayer, A. 1990. "Explanation in Economic Geography: abstraction versus generalization," Progress in Human Geography.

Lawson, V. "Government Policy Biases and Ecuadorian Agricultural Change," Annals of the Association of American Geographers, 78(3), 1988, p.433-452.

Pred, A. 1984. "Place as Historically Contingent Process: Structuration and the Time-Geography of Becoming Places," Annals of the Association of American Geographers, 74(2), p.279-297.

Zimmerer, K. 1991. "Wetland Production and Smallholder Persistence: Agricultural Change in a Highland Peruvian Region," Annals of the Association of American Geographers, 81(3), p. 443-463.

Postmodern Geographies

Soja, Edward. 1990. Postmodern Geographies. Verso, London:p. 190-248.

GE411
In Class Exercise

1. Get into groups of two or three.
2. Discuss the meaning of and relationship of these two quotes. (15 minutes)
3. Write, by yourself, two paragraphs suggesting how they might inform your understanding of geography today. (15 minutes)
4. Discuss.

Robert Park. 1926. "The Urban Community as a Spatial and Moral Order," in The Urban Community, ed. Ernest W. Burgess, p.18.

It is because social relationships are so frequently and so inevitably correlated with spatial relations; because physical distance so frequently are, or seem to be, the index of social distances, that statistics have any significance whatever for sociology. And it is true, finally, because it is only as social and physical facts can be reduced to, or correlated with, spatial facts that they can be measured at all.

Michel Foucault. 1986. "Of Other Spaces," Diacritics 16, p.22.

The great obsession of the nineteenth century was, as we know, history: with its themes of development and of suspension, of crisis and cycle, themes of the ever-accumulating past, with its great preponderance of dead men and the menacing glaciation of the world... The present epoch will perhaps be above all the epoch of space. We are in the epoch of simultaneity: we are in the epoch of juxtaposition, the epoch of near and far, of the side-by-side, of the dispersed. We are at the moment, I believe, when our experience of the world is less that of a long life developing through time than that of a network that connects points and intersects with its own skein. One could perhaps say that certain ideological conflicts animating present day polemics oppose the pious descendants of time and the determined inhabitants of space.

GE411 History of Geography Short Assignment

Purpose

The intent of this assignment is to permit you to see for yourselves how geography has changed over the past 80 years. Since we know geography is a vast discipline I will not ask you to look at all aspects. What you have to decide is what category of change you want to look at.

Method

The technique we will use is called content analysis. You have four articles that are about it, examples of it, or a critique of it. The one that is most timely is the rural sociology paper about paradigm change. This needn't be your approach. Your first task is to decide how you will divide things up. Physical/human; regional/general; Third World/Western World; Male Authors/Female Authors; or some more complex, and perhaps more interesting coding scheme.

The source for our research is the authors and titles of AAAG article for the last 80 years. They are coded by topic area and can be searched using the computer program "Geobib" written by Drs. Sechrist. Your variable here is time, or change over time. Your units of observation are articles and/or authors.

The program will set limits on you that you should understand before you chose your categories within which to trace change.

Product

This is a team effort. You will work as a team of two to produce a five to seven page, double spaced, 1" margin, paper on the changes you traced. The paper should be structured: Introduction - why we chose to pick the category we did; Methodology - what key words you used, why they were appropriate, the nature of the computer program; Results - this is primarily some sort of summary table (or tables) that display your results and briefly describe them; Discussion - interpret what the results mean, what they say about the changing nature of geography, academia, and society. In order to add depth to the last section I would like you to read four articles (two each) - one from very early in your search, the other from as recently as possible. Use them in your discussion. Cite them appropriately. Paper should be typed on a word processor with bibliography. Use spell-check.

Grade

This counts 36 - 60 points, depending on how far we get on short papers. Both team members get the same grade.

Due

Paper is due in class on Friday, October 4.

GE411 History of Geography Long Assignment 1

Purpose

This paper is intended to allow you to explore the history of some part of geography of your own choosing. This may be an area stimulated by another class, career interest, moral commitment, sense of humor, hobby, ethnic heritage - you get the idea. The most important thing is to pick some area of life that genuinely interests you and to trace what geography has had to say about it. "Oh!" you say, "What does geography have to do with hockey [feminism] [sex] [TV]?" Well, while some areas will be more interesting than others, and have more written about them, geography has something to say about practically everything. Using "Geobib" as a feeler is probably a idea, but most things will work.

Method

This is obviously a literature review. A bibliography is required. You will review the literature of at least a twenty year period. You may supplement literature review with interviews, review of documentary films, review of Conference Abstracts, review of journal editorials. You may use content analysis as a tool, but your review is meant to be far more substantive than a numbers game.

The intent here is that you follow the way the discipline has treated your subject through the years. As the discipline itself changes that is reflected in the approach to ideas in the literature. You will mirror the paradigm changes we discuss in class for your topic area.

Product

A 12-15 page, double-spaced, 1" margin, term paper with bibliography or the equivalent in some other medium. Other media are to be negotiated with the prof. For example though, a fifteen to twenty minute video would be the equivalent. ✓

The paper should have a general introduction. The introduction should have a "hook" and a thesis statement. The "hook" ties what you are doing to the general literature. We will discuss this in class. The thesis statement tells me why it is worth reading your paper. You must take a position in the first few paragraphs on how the study of a topic has changed in geography over time and why anyone should care. We will talk about this to, but for example:

Gender as a topic in geography existed in only the most rudimentary fashion prior to the middle 1960's (citation, citation). Between 1963 and 1990 the number and scope of articles in which gender was a central issue expanded exponentially (citation). This paper argues that it was less the influence of critical theory and paradigmatic change that caused this revolution, than the entry of women and gay men into the discipline.

That's probably too ambitious a statement for your paper (and one

that may be completely erroneous) but it gives you an example of the kind of thinking I expect. You can see how such a paper would have to deal with the kind of work being published, where it was being published, who was publishing it, and what it was saying.

The bulk of the paper is supporting your argument by reference to the literature. Paper will be typed on a word processor. You will use spell check. Bibliography may be in any standard form, but should be consistent.

Grade

The paper is worth 180 points. You will be graded on the quality of your argument, the completeness of your bibliography, the originality of your thinking, and the coherence of your writing. This paper may not be used for another class. Plagiarism will result in a 0 grade.

Due

Topic - September 27 (Typed, name and a one paragraph rationale)

Ten item annotated bibliography and outline- October 18

Rough Draft - November 15

Final Draft - December 2

At each stage of the paper, you will lose 1 point per working day for tardiness. That could add up.

Exemplary Topics

Mathematical models

Gender

Landscape

Sports

The Ghetto

Agriculture

Division of Labor

Industry

Residential Location

Economic Development

Service Location

Diffusion

GE411 History of Geography Short Assignment

Purpose

The purpose of this assignment is to help you develop a summary judgement of the nature of the concept of "region" in geography over the past 80 years. The concept "region" has undergone some fairly big changes in the geographic literature since the AAG took off in 1904. We are going to divide it into three periods for purposes of this paper. The first period, 1904-1953, is probably best exemplified by Carl Sauer's 1925 "Morphology of Landscape" article. The second period begins around 1953 with Frank Schaefer's "Exceptionalism in Geography". The last period is quite recent and we will mark it with Nigel Thrift's 1983 article "On the determination of social action in space and time", in which he refers to a "reconstructed regional geography". We will read all this stuff in class, so this is not a lot of extra reading.

Method

This is a team project. We are going to talk about this in class and read about it for class. To help you create your own understanding of it we will form discussion/paper groups of three. Each group will discuss the readings independently and come up with some general understandings of the concept "region" during three periods of geography. They will then divide the task of describing those three periods among them. One person to each period.

Product

The product will be a 5-7 page wordprocessed, spell-checked, 1" margin, double spaced, paper with bibliography. No reading beyond course materials is expected. Each group member will write a 1 1/2 - 2 1/2 page section describing the use of the concept region during a particular period. This doesn't just mean a definition. It means talking about how the concept was used intellectually, what role it played in defining the kinds of things geographers talked about, how it changed during the period, and why it finally proved lacking (periods one and two) or may prove lacking (period three). There will be a one to two page summary about why you think all this happened and where it will take us that you write together. References to the reading are necessary, long quotes are to be avoided.

Grade

This is worth 50 points. You will receive thirty points for the section you write. (To be identified in footnote.) You will receive 20 points for the thing as an integrated whole. This obviously means you need to talk a lot about what each person will say. You probably want to share drafts, try rewriting as a group, trade final edits. There is no extra reading for this, we will spend class time on all the ideas, so the work is in making some unified whole with sensible statements in it. If you spend time talking that should be easier for a group than an individual.

Due

Due date is November 22. You lose 2 points for every late working day. The way to do this is to write a draft of each section as we cover it in class. That means you get together and talk, someone goes home and writes their four pages and you all critique it. Putting the final paper together should go easily.

GE411 History of Geography Short Assignment

Purpose

This assignment is meant to guarantee that you understand the substance of the Schaefer/Harthshorne debate. You need to understand it from within the perspectives of each author and within the context of the discipline at the time.

Method

The procedure for doing this will be a debate. Two teams of six will take the opposing sides of the issue. We will engage in formal debate. The resolve will be: Resolved - Geography is inherently ideographic and to expect nomothetic research to succeed is misguided and wasteful. Teams will be pro and con the resolve. No extra reading is involved and we will discuss this in the class prior to the debate.

Product

Each of you will be expected to produce a three page, double-spaced, 1" margin, typed paper that explicates your argument in the debate. You will also speak for three minutes and participate in rejoinders during the debate.

Grade

This is worth 36 points depending on how many small papers we do. Three-quarters of your points (27) will be based on your written argument, one-quarter (9) on your in-class performance.

GE411
Short Assignment

1. Re-read Sauer's Morphology of Landscape.
2. Using direct quotes, followed by comments, give the substance of Sauer's important statement on the meaning and method of geography. This is an exegesis: a critical interpretation of the text. Use limited quotes. Pick only parts you think are necessary to really understand what Sauer is saying. The interpretation need only be at those points in the narrative where you think you can eliminate what Sauer is saying.
3. Single spaced, typed, double space between quote and interpretation.
4. Limit four pages.

Example:

All science may be regarded as phenomenology...[a] declared preoccupation with a certain group of phenomena which it undertakes to identify and order according to their relations...their connections...area or landscape is the field of geography...with this preference of synthetic areal knowledge to general earth science the entire tradition of geography is in agreement. (92-93)

Sauer is trying to define both the subject matter and method for geography, in doing so he is clearly going to reject some earlier traditions and draw parallels to other disciplines. Earth science, it appears, will be rejected. Area or landscape is key to the definition.

5. I would proceed by underlining what you think is important, then abbreviating that to what is crucial. You may start where I left off should you chose.

GE411
Think Piece

By Friday, develop a two part document to share with the class.

a. Draw a full page picture entitled "The relevance of geography," get this to Lynne by Friday 9:00 AM at the latest. Pen or pencil sketch as colors won't reproduce.

b. A half page explanation of what your drawing means should also be given to Lynne by the deadline.

c. An example of the technique from JAPA Autumn, 1989 is provided.

d. These will be the basis of our discussion Friday. I will give zero to ten points extra credit for the work.

Class Assignment
GE411

1. By a method of your own choosing construct a timeline.
2. Johnston lists several "norms" of science which scholars supposedly subscribe to. Among them are:
 - a) The norm of universalism; judgements of the work of others are entirely impartial and are based on its academic merits alone; and
 - b) The norm of organized scepticism; knowledge is furthered by constructive criticism, so academics are always reconsidering both their own work and that of others.

Break into groups of two or three and using Elkins' article on the German tradition in geography find specific instances where these norms were violated. List them for class discussion. Why did this occur? Do you think it goes on here?

3. For next time write out a "paradigm" for the Landerkundliche Schema. Read Sauer Sauer's "Morphology of Landscape" and James' "Blackstone Valley".