

**GEOG 491-598: Geohumanities Seminar**  
**Fall 2020**  
**Online with Synchronous Meetings Mondays 1:30 to 4 pm**

**Professor:** Dr. Eric Magrane

**Email:** magrane@nmsu.edu

**Office:** Breland Hall, Rm 145

**Office Hours:** Mondays, Tuesdays, and Wednesdays from 10:30-11:30 am, or by appointment  
(Office Hours Will be Virtual through Zoom)

**Course Website:** Canvas (This course is fully online in Canvas.)

### **Course Description and Objectives**

In recent years, artists, writers, and humanities scholars have increasingly engaged with geographic concerns, and geographers have incorporated humanities-based approaches to their work. Broadly known as the geohumanities, these interdisciplinary endeavors offer exciting ways to engage with key geographic concepts such as place, landscape, and nature. This graduate/upper-level undergraduate seminar will examine both critical and creative approaches to the geohumanities.

At the conclusion of this course, participants should be able to:

- *Articulate* their own understanding of the geohumanities as an interdisciplinary field, including its practices and its histories that draw on geography's intersection with multiple humanities fields.
- *Identify* some key texts, thinkers, and practices in the geohumanities, as well as spaces (such as both scholarly and public-facing journals and digital spaces) where geohumanities work is currently being advanced and developed.
- *Analyze, critique, and engage* with current debates and directions within the geohumanities.
- *Apply* geohumanities approaches within their own work by *developing and producing* a creative and/or critical project that advances their own research/scholarly/creative interests.

### **Required Texts**

Dear, M., Ketchum, J., Luria, S., & Richardson, D. (Eds.). (2011). *GeoHumanities: Art, history, text at the edge of place*. Routledge. ISBN: 13: 978-0-415-58980-2

Magrane, E., Russo, L., De Leeuw, S., & Perez, C. S. (Eds.). (2020). *Geopoetics in Practice*. Routledge. ISBN: 978-0-367-14538-5

Perez, C.S. (2020). *Habitat Threshold*. Omnidawn. ISBN: 978-1-63243-080-9

Savoy, L. (2016). *Trace: Memory, History, Race, and the American Landscape*. Counterpoint. ISBN: 978-1-61902-825-8

In addition to the four books above, other texts (including PDFs of articles, links to digital/multimedia texts and other texts) will be made available on Canvas.

### **Course Format**

This course is online synchronous, which means that we will meet via Zoom in Canvas on Mondays from 1:30 to 4 pm New Mexico time. Course meetings will include a mixture of discussion, group work in breakout rooms, short writings, and mini lectures. The course is structured as a graduate seminar, in which students are expected to participate actively in discussion and debate on the texts and topics at hand during our class meetings.

## **Grading summary**

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Weekly short reaction papers and participation	40% (50% for undergrad)
Discussion leadership (graduate students)	10% (grad only)
Final project or portfolio	40%
Presentation	10%

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### **Weekly short reaction papers and participation**

The short reaction papers on the current week's readings/texts are due weekly and should be submitted through the Canvas discussion tool by Sundays at midnight. This deadline is so that I can read them in time to draw on them for class discussion the following day. Reaction papers submitted after this time may not be read or evaluated. All class participants should also aim to read their peers' short reaction papers before class, so that we can discuss the ideas expressed in them during our class meeting. The short reaction papers should be between 300 and 600 words. While you may include a very short summary of the week's text(s) in your short paper, your primary task is to *critically engage* with the texts rather than to regurgitate them. On weeks that have multiple texts, the short paper may emphasize or focus on one of the particular texts, though it should at least briefly address the full group of texts. I understand that sometimes unexpected things come up, so everyone is allowed to miss submitting one reaction paper during the semester. Each student will also be expected to respond to at least one of their peers' short reaction papers through Canvas discussions by Wednesdays at 11:59 pm. These responses can take into account and respond to both the reaction paper and our in-class discussion on Monday.

### **Discussion leadership (for graduate students only)**

Graduate students will be required to lead discussion during a portion (usually about an hour) of one of our seminar meetings. This discussion leadership should include a brief—5-10 minute—summary/overview of the texts, including identification of the main themes of the texts. Following this, the remainder of the leadership role will be to foster discussion through questions, prompts, and/or close readings of key passages. We will assign these leadership roles in the beginning of the semester, and I aim to have participants, when at all possible, lead one of the classes that aligns with their own work. Though it is not required, I encourage seminar leaders to drop into my virtual office hours (or schedule an alternate time) the week before they lead the seminar, to discuss their plan for leading discussion.

### **Final project**

Each student will develop a final project based on their own scholarly research/creative interests. For the graduate students in the class, the goal is that this project is useful for you as you develop your thesis and/or dissertation work. This project may take a number of forms, from a traditional scholarly paper, to a digital geohumanities project, to an extended piece of creative writing, to an art installation (to name just a few of the forms the project can take). The key requisite for the project is that it is substantial and that it engages with the texts, concepts, and/or ideas that we are examining during this class. The form of the final project will be decided on in consultation with the instructor. As an alternate form, participants may choose to do a portfolio, in which they will choose four of their reaction papers from the semester that they believe best represent their work, and write a cover essay (~3000 words) that reflects upon, synthesizes, further develops, and/or connects ideas in the reaction papers. We will set aside two classes to workshop and give each other feedback on projects: one to discuss initial ideas/plans and one later to review drafts. More information on the format for these sessions will be provided during the semester.

### **Presentation**

Each student will do a presentation (virtually, through Zoom) at the end of the semester. It is expected that this presentation will be a presentation version of the final project. I encourage students to think about the presentation as if you were preparing to give an academic conference presentation or a public presentation.

**COURSE OUTLINE OVERVIEW**  
**(SUBJECT TO CHANGE)**

<b>Date</b>	<b>Topic</b>
August 23	Course Introduction
August 30	Geohumanities ground setting <ul style="list-style-type: none"> <li>• Meinig. 1983. “Geography as an Art” <i>Transactions of the Institute of British Geographers</i>.</li> <li>• Marston &amp; de Leeuw. 2013. “Creativity and Geography: Toward a Politicized Intervention” <i>Geographical Review</i>.</li> <li>• Hawkins. 2011. “Dialogues and Doings” <i>Geography Compass</i>.</li> <li>• Rose et al. 2012. “Thinking Through the Environment, Unsettling the Humanities” <i>Environmental Humanities</i>.</li> </ul>
Sept 7	No class: Labor Day
Sept 14	Geohumanities practices: Creative Places + Spatial Literacies <ul style="list-style-type: none"> <li>• Dear et al. 2011. <i>GeoHumanities: Art, history, text at the edge of place</i>. Routledge.               <ul style="list-style-type: none"> <li>○ Introduction and Parts I and II</li> </ul> </li> </ul>
Sept 21	Geohumanities practices: Visual Geographies + Spatial Histories <ul style="list-style-type: none"> <li>• Dear et al. 2011. <i>GeoHumanities: Art, history, text at the edge of place</i>. Routledge.               <ul style="list-style-type: none"> <li>○ Parts III and IV and Afterword</li> </ul> </li> </ul>
Sept 28	Digital geohumanities (see links on Canvas) <ul style="list-style-type: none"> <li>• Bauch. 2016. <i>Enchanting the Desert</i>. (An interactive digital monograph). Stanford.</li> <li>• ArcGIS Story Maps:               <ul style="list-style-type: none"> <li>○ Story Maps Live: The Voices of the Grand Canyon (recorded webinar)</li> <li>○ The Voices of the Grand Canyon (Grand Canyon Trust Story Map)</li> </ul> </li> <li>• <i>GeoHumanities</i> online art exhibition.</li> <li>• Crang, M. 2015 “The promises and perils of a digital geohumanities.” <i>Cultural geographies</i>.</li> </ul>
October 5	Race, Identity, and the American Landscape <ul style="list-style-type: none"> <li>• Savoy. 2015 <i>Trace: Memory, History, Race, and the American Landscape</i>. Counterpoint.</li> </ul>
October 12	Geopoetics: Indigenous Geopoetics <i>Indigenous People’s Day</i> <ul style="list-style-type: none"> <li>• Perez. 2020. <i>Habitat Threshold</i>. Omnidawn.</li> <li>• Chapters by Blaeser, Pluecker, and Perez in: Magrane et al. 2020. <i>Geopoetics in practice</i>. Routledge.</li> </ul>
October 19	Project meetings (1) <ul style="list-style-type: none"> <li>• Small group workshop meetings to give and receive feedback on individual project proposals/plans</li> </ul>
October 26	Geopoetics: Route Findings

	<ul style="list-style-type: none"> <li>• Magrane et al. 2020. <i>Geopoetics in practice</i>. Routledge. <ul style="list-style-type: none"> <li>◦ (selected chapters; webinar event with contributors to the book)</li> </ul> </li> <li>• Magrane. 2015. "Situating geopoetics." <i>GeoHumanities</i>.</li> </ul>
November 2	<p>The Cultural Anthropocene + Art and Environment</p> <ul style="list-style-type: none"> <li>• Haraway. 2015. "Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin" <i>Environmental Humanities</i>.</li> <li>• Chakrabarty. 2009. "The Climate of History: Four Theses" <i>Critical Inquiry</i>.</li> <li>• Castree. 2015. "Changing the Anthro(s)cene: geographers, global environmental change and the politics of knowledge" <i>Dialogues in Human Geography</i>.</li> <li>• Other digital texts (see Canvas)</li> </ul>
November 9	<p>Place-writing: <i>Terrain.org</i> and <i>Ecotone</i></p> <ul style="list-style-type: none"> <li>• Selections from <i>Terrain.org</i> and <i>Ecotone</i>.</li> </ul>
November 16	<p>Project meetings (2)</p> <ul style="list-style-type: none"> <li>• Small group workshop meetings to give and receive feedback on individual project drafts.</li> </ul>
November 23	No class: Thanksgiving Holiday
November 30	<p>Community Engaged &amp; Applied Geohumanities</p> <ul style="list-style-type: none"> <li>• Hawkins et al. 2015. "What Might GeoHumanities Do? Possibilities, Practices, Publics, and Politics" <i>GeoHumanities</i>.</li> <li>• Magrane. 2019. "Applying the Geohumanities" <i>International Journal of Applied Geospatial Research</i>.</li> <li>• Other texts tbd (see Canvas)</li> </ul>
December 7	Presentations
December 14	Presentations

## COURSE AND NMSU POLICIES

### Statement of Inclusivity

An inclusive and respectful classroom environment is crucial to our success and is a fundamental part of higher education. I love teaching and believe that higher education can help us build a world that is more equitable, just, caring, and environmentally sustainable. It is my goal that students from diverse backgrounds and perspectives are respected in this class, that the texts and materials we read and engage with represent a variety of perspectives and backgrounds, and that the diverse backgrounds we each bring (including but not limited to race, ethnicity, gender, sexuality, age, socioeconomic status, culture, disability, etc.) are a strength as they enliven our learning environment. This course supports elective gender pronoun use and self-identification. As the course includes group discussion and interactions on the topics at hand, it is vitally important for us to create an educational environment of inclusion and mutual respect. If you have any questions or concerns, you are encouraged to discuss these with the instructor.

## **Land Acknowledgement Statement**

I honor Native American knowledges and worldviews based on intimate relationships to the natural world. I acknowledge sovereign Indian Nations and Indigenous People and acknowledge that the genesis of the Southwest Indigenous Peoples, including the Pueblo, Navajo, and Apache, established their guardianship of the lands now occupied by New Mexico State University.

## **Technology and Internet Access**

You should have access to a personal computer or laptop for this course. You will be disadvantaged if you attempt to access the course solely by phone. As this course includes synchronous meetings, robust internet access will be necessary. NMSU has information on technology resources for students at <https://studenttech.nmsu.edu/resources-for-students/>. If you have any questions or concerns about your access to the technology needed to successfully complete this course, please don't hesitate to reach out to me so we can discuss options and resources.

## **Attendance Policy**

Students are expected to attend every virtual class meeting and to participate actively in discussion and debate on the texts and topics at hand during our meetings. More than one unexcused absence may result in a failing grade for the course. However, I do understand that we are all living under unusual circumstances in 2020, and that we all have many commitments in our lives; if you must miss any of our virtual meetings, the best thing to do is to get in touch with me to discuss this.

## **Academic Misconduct**

**Academic and non-academic misconduct:** The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online:

<http://studenthandbook.nmsu.edu/>

Academic misconduct is explained here:

<http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/>

## **Discrimination and Disability Accommodation**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

## **Main Campus**

Student Accessibility Services (SAS)

Corbett Center Student Union Room 208

Jesse Haas, Director

575-646-6840

[sas@nmsu.edu](mailto:sas@nmsu.edu)

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Inquiries may be directed to the Laura Castille, Executive Director, Title IX and Section 504 Coordinator, Office of

Institutional Equity, P.O. Box 30001, E. 1130 University Avenue, Las Cruces, NM 88003; 575.646.3635; 575-646-7802 (TTY); equity@nmsu.edu.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:  
Laura Castille, Executive Director and Title IX Coordinator  
Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue  
Phone: (575) 646-3635 E-mail: equity@nmsu.edu  
Website: <http://equity.nmsu.edu/>

**Other NMSU Resources:**

NMSU Police Department:	(575) 646-3311	<a href="http://www.nmsupolice.com">www.nmsupolice.com</a>
NMSU Police Victim Services:	(575) 646-3424	
NMSU Counseling Center:	(575) 646-2731	
NMSU Dean of Students:	(575) 646-1722	
For Any On-campus Emergencies:	911	

**Information contained in the course syllabus may be subject to change with advance notice, as deemed appropriate by the professor.**