

**SOCIAL SCIENCE RESEARCH
METHODS AND METHODOLOGIES**

GEG7113

**Department of Geography
Queen Mary, University of London**

**MODULE HANDBOOK
2009-10**

Module aims

This module aims to meet the ESRC guidelines for training research students in social science methodologies. It is designed to equip first year masters/post-graduate students with the range of knowledge and skills needed to complete a substantive piece of independent social scientific research. Through a combination of lectures, seminars, practicals and in-depth training workshops, students will complete the module being able to:

- a) appreciate the contributions of different epistemologies to social scientific research theory and practice, and the place of geography within that context;
- b) develop a research strategy which is appropriate to the nature of their research questions;
- c) conduct research through the interrogation of contemporary and historical sources, deploying a range of quantitative and qualitative techniques of data collection and analysis;
- d) raise the standard of their research practice, both in terms of personal skills and competencies and in relation to others' work.

Module structure

The module is interdepartmental, taught jointly by the Departments of Geography of UCL and QMUL. It runs over two semesters, and is divided into two parts: Qualitative Methods (Semester 1) and Quantitative Methods/Spatial Representation (Semester 2). Attendance at Qualitative Methods and Quantitative Methods is **compulsory** for all ESRC funded 1+3 students and **highly advised** for all other research students, **especially those who envisage applying for ESRC or other Research Council or Graduate School or foundation funding**. It is compulsory for Masters students. The module begins with an introduction and overview of the intellectual challenges (both theoretical and methodological) of doing good social science research. Thereafter, the module presents a variety of methodologies via lectures and practical applications of a range of techniques for gathering and processing data.

Additional training in quantitative methods

As this is a masters level module, it is assumed that students will have some previous experience in quantitative methods, including the use of secondary data, descriptive statistics, index construction, probability, inference, statistical testing, simple and multiple regression. The aim of the quantitative methods section of the module is therefore to revise and develop these existing skills.

If you have LITTLE or NO PREVIOUS EXPERIENCE OF QUANTITATIVE METHODS it is recommended you sit in on the first year introduction to statistics module Research Methods in Social Science 1 (GEG 4107). This will provide you with the basic skills and knowledge, which in addition to the Masters level lectures, will help you to successfully complete the quantitative methods assignment. The lectures are at 1pm on Thursdays in Semester 1, with a practical session between 3.30 and 5pm on the same day. Those weeks where you have a Thinking Geographically session, you can arrive at the practical at 4pm. Please make yourself known to Prof. Nigel Spence, who is running the module, at the end of the first lecture.

Module assessment

This part of the module is assessed through two 3000 word coursework essays (one related to qualitative method and one to quantitative methods). The coursework **MUST** show evidence of practical work undertaken during the term. A third 2500 word essay is set to assess the Thinking Geographically component (see separate handbook).

Coursework deadlines

First coursework essay (qualitative)	18 th January 2010
Second coursework essay (quantitative)	19 th April 2010
Thinking Geographically essay	26 th April 2010



Coursework Submission

All coursework must be submitted via WebCT as the primary submission method. WebCT offers a secure method of submission of coursework and also provides a record of submission for both the student's and Department's records allowing the date and time of submission to be recorded. The electronic submission record generated by WebCT will be definitive in the event of any problems arising over missing, late or non-submitted coursework. NB You need to click 'submit coursework' after uploading your word file. *If you do not have a receipt of submission you have not submitted your coursework correctly.* Please see the guidelines for submitting coursework at the back of this module handbook. Also see the MA/MSc handbook for further information about WebCT.

The WebCT submission will be supported by paper submission of coursework. Students are required to submit three identical paper copies of their coursework via a drop-in box located in the foyer in the Geography Department on the deadline for WebCT submission.

Preliminary reading on Methods and Methodologies

- Burton, D (ed) 2000 *Research training for social scientists* Sage, London.
Clifford, N. J. & Valentine, G. (eds). 2003. *Key methods in geography*. Sage Publications Ltd, London.
Cloke, P., Cook, I., Crang, P., Goodwin, M., Painter, J., Philo, C 2004 *Practising human geography* Sage, London
Seale, C (ed) 2004 *Researching society and culture* Sage, London. (Second Edition).



SEMESTER ONE
Qualitative Methods

Module convenors/co-ordinators

Convenor (QMUL) Dr Beth Greenhough (b.j.greenhough@qmul.ac.uk)
Co-ordinator (UCL) Dr Russell Hitchings (r.hitchings@ucl.ac.uk)

Module lecturers There are a range of different lecturers in this course, each of which brings their own specialist methodological expertise to bear on the course by running a seminar session.

Module timetable

All sessions in Semester 1 will be held on Tuesdays from 2pm to 5pm at the Department of Geography, University College London, 26 Bedford Way, London WC1H 0AP.

EXCEPT The last session (week 12) which will take place for Queen Mary students, at 2-5pm in the City Centre Seminar Room, Department of Geography, Queen Mary College, University of London, Mile End Road, London E1 4NS.

Module aims

The focus of the module in the first semester is on qualitative methods used in social sciences. Taught via lectures and seminars, students will acquire knowledge of a range of qualitative techniques for gathering and processing information. The module will begin with an introductory session which aims to link theory and method in the social sciences before going on to examine a range of techniques including ethnographic research, interviews, participatory action research and using archival material as well as ways in which such material can be analysed.

MODULE OUTLINE
SEMESTER ONE, QUALITATIVE METHODS

Week 1	No lecture, module starts in week 2
Week 2 (6 th October 2009)	Introduction: Linking theory & methods in social sciences (Russell Hitchings, UCL and Beth Greenhough, QMUL)
Week 3 (13 th October 2009)	Doing a literature review (Jason Dittmer, UCL)
Week 4 (20 th October 2009)	Case studies, critical realism and research design (Andrew Harris, UCL)
Week 5 (27 th October 2009)	The art of interviewing (Jon May and Martin Sokol, QMUL)
Week 6 (3 rd November 2009)	Ethnography and participant observation (Alan Latham, UCL)
Week 7 (9-13 November 2009)	READING WEEK, NO LECTURE
Week 8 (17 th November 2009)	Knowing the archive (Miles Ogborn, QMUL)
Week 9 (24 th November 2009)	Visual Methods (Federico Caprotti, UCL)
Week 10 (1 st December 2009)	Participatory action research and participatory appraisal techniques (Cathy McIllwaine and Tim Heinemann, QMUL)
Week 11 (8 th December 2009)	Analysing qualitative interview material (Violetta Parutis, UCL)
Week 12 (15 th December 2009)	Designing a dissertation proposal (Martin Sokol, QMUL) (Remember this session will take place at QMUL, 2-5pm, in the City Centre Seminar Room)

Semester 1: Qualitative Methods

Week 1:

No lecture, module starts in week 2

Week 2: 6th October 2009

Introduction to the module: Linking theory and method in social sciences

Russell Hitchings (UCL) and Beth Greenhough (QMUL)

This first session is primarily an orientation and introductory session in which we will begin to explore the nature of the social sciences and alternative methodologies as well as the range of approaches with which you are already familiar. The session will be divided into two parts.

Part one: Alternative perspectives in the social sciences: introductory thoughts

In this introductory session, the module leaders will reflect on the nature of social science research from their different disciplinary specialisms, open up discussion on the nature of social science and its distinctiveness, and the importance of sound methodological understanding to the pursuit of knowledge in geography.

Introductory reading

The nature of alternative approaches will be a continuing theme of the training programme. There are numerous books about the philosophy and methodology of social sciences. Any of the following should be useful.

Blaikie N 1993 *Approaches to social inquiry* Polity, Cambridge

Burton, D (ed) 2000 *Research training for social scientists* Sage, London

** Clifford, N. J. & Valentine, G. (eds). 2003. *Key methods in geography*. Sage Publications Ltd, London.

Keat R and Urry J 1982 *Social theory as Science* Routledge London

May T 1997 *Social research: issues, methods and process* Open University Press Buckingham

Seale, C (ed) 2004 *Researching society and culture* Sage London (2nd edn)

Smith M J 1998 *Social science in question* Sage London

Williams, M and May, T 1996 *Introduction to the philosophy of social research* UCL Press London

Part two: alternative perspectives, approaches and audiences

45 mins in small groups (3.30 pm - 4.15 pm), 15 mins break and 30 minutes plenary (4.30 pm – 5.00 pm)

In this part of the session you are asked to devise appropriate approaches to a number of different issues for different research communities/audiences. For at least two of the following topics, outline the issues you plan to investigate, the appropriate theoretical approach(s), the methods to be used to collect 'data', forms of analysis to be undertaken and the nature of the final presentation.

1. **Measuring and alleviating poverty:** as a PhD topic, as a briefing paper for Oxfam, as a GCSE topic
2. **What is globalisation?:** as a paper for the World Bank, as a PhD topic, for a Channel 4 programme
3. **Should cultural differences be preserved in development programmes?** As a Masters topic, as a DFID paper or as a radio debate.
4. **Given estimates for the rise in sea-level associated with global warming, how is the building of 15,000 homes in the lower Thames Estuary**

- justified?** As a *Sunday Times* special report, as an MSc/PhD topic, as a briefing paper for the Environment Agency.
5. **What is landscape?** As a Times Literary Supplement article, a BBC 2 programme or as a PhD/MA topic.
 6. **How might urban inequalities be explained and reduced?** As a Home Office briefing paper, a proposal from a voluntary community group, or a regional health plan
 7. **What is the case for maintaining formal and informal green-space in cities?** As a PhD/MA topic, a paper to the Office of the Deputy Prime Minister from English Nature or an A level syllabus.
 8. **Images of Englishness:** as a BBC4 programme, a Caribbean people's group or a PhD topic

Plenary Discussion: each group has 5 minutes to present its proposal and 5 minutes to answer questions.

Week 3: 13th October 2009
Doing a literature review

Jason Dittmer (UCL)

The session has the following main aims

- In this session we will introduce the issues involved in doing a literature search for your research dissertation or PhD, and explore the perspective of the literature review as research tool.
- In particular we will cover the role of the literature review, how to review, classifying and reading research, analysing arguments, organising literature reviews, and mapping and expressing your research ideas through the literature review.
- The aim of the session is to explore the importance of the literature review in a way that does not demand that you read everything written on a topic but to embed the rationale for your study within the context of the past research trends.

There is no formal preparation required for this session, but you should come along prepared to talk about past or current research plans, and to use this as the basis for developing your thinking about the role of a literature review in the research process.

The suggested readings for this session are:

- Becker, H., (1986) *Writing for social scientists*, Chicago: Chicago University Press, esp. chapter 8, 'Terrorized by the literature'.
- Flowerdew, R. and Martin, D., eds. (2005) *Methods in Human Geography: A Guide for Students Doing a Research Project* Harlow: Pearson Education, especially chapters 3 and 4.
- Hart, C. (2001) *Doing a Literature Search* London: Sage
- Pryke, M., Rose, G. and Whatmore, S. (2003) *Using Social Theory: Thinking Through Research* Buckingham: Open University Press

Week 4: 20th October 2009

Case studies, critical realism and research design

Andrew Harris (*UCL*)

This session will explore the use of case studies in research. We will consider ways in which case studies can be integrated into wider conceptual and analytical frameworks. Different approaches to data collection and interpretation will be reflected on including contrasts between research challenges in the social sciences and the humanities. We will also examine how different comparative frameworks can be used not just as a method but as a mode of thought that can inform how theory is constituted.

Required reading:

Mitchell, J. C. 1983 Case and Situation Analysis, *The Sociological Review* 31, pp. 187-211

Further reading:

- Brenner, N. 2003. Stereotypes, Archetypes, and Prototypes: Three Uses of Superlatives in Contemporary Urban Studies. *City and Community*, 2:3, 205-216.
- Castree, N., 2005. The epistemology of particulars: Human geography, case studies and 'context'. *Geoforum*, 36(5), 541-544.
- Eisenhardt, K.M., 2002. Building theories from case study research. *The qualitative researcher's companion*, 3-36.
- Evans, R. 1997 *In defence of history* London: Granta
- Evens, T., and Handelman, D. 2006. *The Manchester School: Practice and Ethnographic Praxis in Anthropology*, New York: Berghahn Books.
- Gomm, R., Hammersley, M. and Foster, P. 2000 *Case study method: key issues, key texts* London: Sage
- Marcus, G.E., 1995. Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. *Annual Reviews in Anthropology*, 24(1), 95-117.
- Mitchell, C., 1983. Case and situation analysis. *Sociol Rev*, 31, 187-211.
- Mufti, A. 2005 Global Comparativism. *Critical Inquiry*, 31, 427-489.
- Platt, J., 2007 Case study' pp 100-118 in ed. William Outhwaite and Stephen P. Turner, *The Sage Handbook of Social Science Methodology*.
- Rabinow, P. 1977 *Reflections on fieldwork in Morocco* Berkeley, CA: University of California Press.
- Sayer, A. 1992, *Method in social science: a realist approach* London: Routledge
- Stake, R. E. 1995 *Art of case study research* London: Sage
- Tilly, C. 1984. *Big structures, large processes, huge comparisons*. New York: Russell Sage
- Tsoukas, H. 1989 The validity of idiographic research explanations, *The Academy of Management Review* 14, pp. 551-61
- Yin, R. K. 2003. *Case study research* London: Sage.

Week 5: 27th October 2009
The art of interviewing

Jon May and Martin Sokol (QMUL)

This session centres upon a practical discussion of qualitative interviewing techniques. It will introduce you to the role of interviewing in the research process, to the different kinds of interviews you may wish to do, to the design of interview schedules, and offer some practical tips on improving your interview technique. The session includes a workshop session on designing an interview schedule.

Session outline:

- 2.00 - 2.40 *Overview Lecture 1*
Introducing the Research Interview - types of interviewing (one-on-one, single, repeat and group interviews; life story and oral history interviews); the place of interviewing in the research process; sampling frames and saturation; equipment, rooms and roles; and ethical considerations.
- 2.40-3.00 Break
- 3.00-3.45 *Overview Lecture and practical set up*
Asking Questions – types of questions, question orders, designing an interview schedule.
- 3.45-4.30 *Break-out Session: Designing an interview schedule*
- 4.30 – 5.00 Reporting back and final discussion

Preparation

A brief for the research schedules will be circulated in class. The preliminary reading below will help you get more from the practical sessions.

Preliminary reading

- Cook, I. and Crang, M. (1995) *Doing Ethnographies: Concepts and Techniques in Modern Geography*. Norwich: Environmental Publications. (Introduction and Overview)
- Hay, I. (ed.) (2002) *Qualitative Research in Human Geography*. CUP, Cambridge.
See his chapters on Interviewing and Focus Groups.
- McCracken, G. (1988) *The Long Interview*. Sage, London.
- Yow, V. (1994) *Recording Oral History: a practical guide for social scientists*. Sage, London. (See chapters 2,3 & 5 for an excellent guide to interviewing techniques).

Interviews

- Arksey, H. (1999) *Interviewing for Social Scientists: An Introductory Resource with Examples*, Sage Publications, London.
- Baxter, J. and Eyles, J. (1997) 'Evaluating qualitative research in social geography: establishing 'rigour' in interview analysis', *Transactions of the Institute of British Geographers*, 22(4), pp. 505-525.
- Burgess, J. (2002) 'The art of interviewing', in Rogers, A. et al (eds) *The Student's Companion to Geography*. Blackwell, Oxford. (2nd edn)
- Hoggart, K, Lees, L and Davies, A (2002) *Researching Human Geography*, Arnold, London.
- Kitchin, R. and Tate, N.J. (2000) *Conducting Research into Human Geography*, Pearson, Harlow (Chapter 7).
- Mohammad, R. (2001) 'Insiders' and/or 'outsiders': positionality, theory and praxis' in Limb, M. & Dwyer, D. *Qualitative Methodologies of Geographers*, Arnold, London, 101-117
- Mullings, B. (1999) Insider or outsider, both or neither: some dilemmas of interviewing in a cross-cultural setting. *Geoforum*, 30:4, 337-350.

Valentine, G. (1997) 'Tell me about ...: using interviews as a research methodology', in Flowerdew, R. & Martin, D. (eds) *Methods in Human Geography*. Longman, London. pp110-126.

Life stories and oral histories

Gluck, S. B. and Patai, D. (eds) (1991) *Women's Words: the Feminist Practice of Oral History*, Routledge, New York.

Mackay, D. (2002) 'Negotiating positionings: exchanging life stories in research interviews.' In Moss, P. (ed) *Feminist Geography in Practice: Research and Methods*, Blackwell, Oxford, pp. 187-99.

Nagar, R. (1997) 'Exploring methodological borderlands through oral narratives.' In Jones, J-P., Nast, H., and Roberts, S. (eds) *Thresholds in Feminist Geography: Difference, Methodology, Representation*, Rowman and Littlefield, Lanham MD, pp. 203-24.

Perks, R. and Thomson, A. (eds) (1998) *The Oral History Reader*, Routledge, London.

Slim, H. and Thompson, P. (1993) *Listening for Change: Oral History and Development*, Panos, London.

Thomson, P. (2000) *The Voice of the Past: Oral History*, Oxford University Press, Oxford. Third edition.

The following websites are also helpful: www.oralhistory.org.uk

The website of the British-based Oral History Society has details on what oral history entails, how to conduct interviews, how the material can be used, ethical considerations, and links to other organizations in Britain and abroad. The journal of the Society, *Oral History*, has papers as well as listings of new collections and societies in Britain and beyond.

www.migration.ucc.ie/oralarchive

The website of the Irish Centre for Migration Studies at University College Cork includes recordings of oral history interviews from three projects: 'Breaking the silence: staying at home in an emigrant society;' 'The scattering: Irish migrants and their descendants in the wider world;' and 'Immigrant lives: eleven stories of immigrants in contemporary Ireland,' and full details about the ethical use of the site.

www.hidden-histories.org/esch_pages

'Hidden Histories' by Eastside Community Heritage in London includes oral history projects documenting the lives of 'ordinary' people in East London. Projects include 'Green Street Lives,' which is about one street in Newham over the last 40 years; 'Stories from Silvertown,' which is run with Silvertown Residents Association; and 'The Teviot Estate,' which is about experiences and memories of a post-war housing estate in Poplar.

www.panos.org.uk/oraltest

The Panos Institute, whose Oral Testimony Programme collects voices and opinions of 'the so-called beneficiaries of development' (also see Slim and Thompson, 1993).

There are more details about two other British-based oral history collections at:

www.bl.uk/collections/sound-archive/history - The National Sound Archive at the British Library. ; www.sussex.ac.uk/units/clhr – the Centre for Life History Research at the University of Sussex.

Focus and in-depth groups

Barbour, R. & Kitzinger, S. (eds) (1999) *Developing Focus Group Research: politics, theory and practice* Sage, London

Bedford, T and Burgess J (2001) Using focus groups in qualitative research. In Dwyer, C. and Limb, M. (eds) *Qualitative Research in Geography*, Harlow: Longmans.

Bloor, M. (2001) *Focus Groups in Social Research*, Sage Publications, London.

Burgess, J. et al (1988a) 'Exploring environmental values through the medium of small groups: 1, theory and practice', *Environment and Planning A* 20:309-26

- Burgess, J. et al (1988b) 'Exploring environmental values through the medium of small groups: 2, illustrations of a group at work', *Environment and Planning A* 20:457-76
- Morgan, D. (1988) *Focus Groups as Qualitative Research*. Sage, London.
- Stewart, D. & Shamdasni, P. (1990) *Focus Groups: theory and practice*. Sage, London.
- Wilkinson, S. (1998) Focus groups in feminist research: power, interaction, and the co-construction of meaning. *Women's Studies International Forum*, 21: 1, 111-125.

Week 6: 3rd November 2009
Ethnography and participant observation

Alan Latham (UCL)

Ethnography is fieldwork that is conducted in specific socio-cultural spaces. In the hands of social anthropologists (who invented its core practices a century or so ago), ethnography assembles a set of methods that are mainly qualitative, long-term and participatory. Ethnographic method always involves a temporary alienation of the researcher from her/his usual routines and, with that, the strategic establishment of new institutional, inter-personal and, frequently, new residential relations that give access to significantly different social relations and cultural worlds. It is the skilfully intuitive conduct of field-research on the strategic basis of relations formed by the researcher at the heart of the informant's context that has always distinguished the practice of ethnography from the tactically occasional application of qualitative methods.

Suggested readings:

- Sanjek, R. (1996) "Ethnography" pp193-198 in *Encyclopaedia of Social and Cultural Anthropology* (eds) A. Barnard & J. Spencer, New York: Routledge
- Wax, R. (1975) *Doing fieldwork: warnings and advice*, Chicago: University of Chicago
- Spradley, James (1980). *Participant Observation*. New York: Holt, Rinehart and Winston

Other useful readings:

- Atkinson, P. (1990) *The ethnographic imagination: textual constructions of reality* London: Routledge
- Agar, M. (1980) *The professional stranger: an informal introduction to Ethnography* New York: Academic Press
- Clifford, J. (1997) "Spatial practices: Fieldwork, travel, and the disciplining of anthropology" in *Routes: travel and translation in the Late Twentieth Century*, Cambridge, Mass.: Harvard University, pp. 52-91.
- Goffman, E. (1956) *The presentation of self in everyday life*, London: Penguin.
- Goffman, E. (1963) *Behaviour in public places: notes on the social organisation of gatherings* New York: The Free Press
- Gregson, N. and Crewe, L. (1997a) "The bargain, the knowledge, and the spectacle: making sense of consumption in the space of the car boot sale" *Environment and Planning D: Society and Space* 15, 87-112
- Gregson, N. and Crewe, L. (1997b) "Possession and performance: rethinking the act of purchase in the space of the car boot sale" *Journal of Material Culture* 2, 241-263
- Hammersley, H. (1998) "What's wrong with ethnography? The myth of theoretical description" pp11-31 in M. Hammersley *What's wrong with ethnography* Routledge London
- Hammersley M, Atkinson P, (1995) *Ethnography: principles in practice*, Routledge, London.
- Hannerz, U. (1980) *Exploring the city: inquiries towards an urban anthropology*, New York: Columbia University.
- Malinowski, B. (1922) "Introduction" to *Argonauts of the Western Pacific* New York: E.P. Dutton
- Sanjek, J. (ed.) (1990) *Fieldnotes: the making of anthropology* Ithaca Cornell University Press
- Willis, P. (1997) "TIES: Theoretically informed ethnographic study" in S. Nugent & C. Shore (eds.) *Anthropology and cultural studies* London: Pluto Press, pp. 182-192.

Week 7 READING WEEK: 9-13th November 2009
No lectures

Week 8: 17th November 2009
Knowing the archive

Miles Ogborn (QMUL)

Archives are not just an issue for historical geography. Defining ‘the archive’ in its broadest terms means including all places where information is stored for later retrieval and use. This might be the National Archives of nation-states, through the record-keeping of corporations or charities, right down to a box of letters and photographs in the attic or even an email inbox. As a result, much research in the social sciences and the humanities – whether on the distant past, recent past or the present – is based on some sort of archival material. This means that we need to address the questions of what the implications of ‘the archive’ are for the research that we do.

This session will address a broad set of issues about the relationships between all forms of archives and the research questions that can be asked of them. It will deal with questions of power and memory in order to explain the inevitable limitations posed by the selection of information for storage and the nature of that storage. Through group discussion based on archival materials we will address the issues of how to formulate questions about archival material which relate their form, content and location in order to begin to offer explanations which use them as evidence. The session will also address practical questions of finding archival materials appropriate to particular areas of research, and of the access to and use of archives.

Preparation for the session

1. You should read the key reading below and consider the overall issues in knowing the archive.
2. You should think about the sorts (and locations) of archival materials relevant to your research (remember to interpret the idea of ‘the archive’ broadly), and how the collection, selection and storage of this information affects what you can do with it.

Learning outcomes

After this session you will be able to:

- a) Understand the relationship between power and memory in the archive
- b) Analyse the implications of the collection, storage and retrieval of information for research in the social sciences and humanities
- c) Formulate questions about archival materials, which consider their form, content and location.

Key reading

Ogborn, M. (2003) Finding Historical Data, in N. Clifford and G. Valentine (eds) *Research Methods in Human and Physical Geography* (Sage, London) pp. 101-115.


Other reading

Baker, A.R.H. (1997) ‘The Dead Don’t Answer Questionnaires’: researching and writing historical geography,’ *Journal of Geography in Higher Education* 21 pp.231-243

Duncan, J. S. (1999) Complicity and resistance in the colonial archive: some issues of method and theory in historical geography, *Historical Geography* 27 pp. 119-128.

Foster, J. and Sheppard, J. (2000) *British Archives: A Guide to Archival Resources in the United Kingdom* (Macmillan, Basingstoke). This is the 4th edition. Previous editions (written by Janet Foster) are still useful if in danger of having some out-of-date details.

Gagen, E., Lorimer, H. and Vasudevan, A. (eds) (2007) *Practising the Archive: Reflections on Method and Practice in Historical Geography* (Historical Geography Research Series 40).

- Hammersley, M and Atkinson, P. (1983) *Ethnography: Principles in Practice* (Tavistock, London) Chapter 6: Documents.
- Johnston, R. and Withers, C.W.J. (2008) 'Knowing our own history? Geography department archives in the UK,' *Area*, 40 pp. 3-11.
- Kurtz, M. (2001) Situating practices: the archive and the file cabinet, *Historical Geography* 29 pp. 26-37.
- Ogborn, M. (2003) 'Knowledge is power: using archival research to interpret state formation', in A. Blunt et al. (eds) *Cultural Geography in Practice* (London: Arnold) pp. 9-20.
- Ogborn, M. (2004) 'Archives', in S. Harrison, S. Pile and N. Thrift (eds) *Patterned Ground: Ecologies of Nature and Culture* (London, Reaktion) pp. 240-242.
- Ogborn, M. (forthcoming) 'Archive', in J. Agnew and David Livingstone (eds) *The Sage Handbook of Geographical Knowledge* (London, Sage).
- Withers, C.W.J. (2002) 'Constructing 'the geographical archive'', *Area* 34(3) pp. 303-11.
- 

Week 9: 24th November 2009
Visual Methods

Federico Caprotti, UCL

Session Summary

This session introduces a range of visual methodologies. Visual approaches are discussed, and followed by a closer focus on specific methods such as content analysis, semiology, discourse analysis, and visual production including photo-elicitation. The session includes group work based on the analysis of hip hop music videos, advertising, viral videos, visual production and other tasters of applied visual methods.

Readings for the session:

Note: a more detailed reading list will be provided during the session.

Berger J (1973) *Ways of seeing* Viking Press

Dodman D (2003) *Shooting in the city: an autophotographic exploration of the urban environment in Kingston, Jamaica* *Area* 35: 193-304

Lutz C & Collins J (1993) *Reading National Geographic Chicago: University of Chicago Press* (chapter 1)

Week 10: 1st December 2009**Participatory action research and participatory appraisal techniques**

Dr Cathy McIlwaine (QMUL)

Participatory action research is a research process for which the goal is not just to describe social reality but to change it. The researcher is aligned with a social group working for change, and the research is done *with* rather than *for* this group. This partnership ideally involves cooperation over the design and implementation of the research project. One of the researcher's goals may be to share research skills so that the group can conduct research on their own in the future. Participatory action research can be extremely difficult in practice: inequities in material resources can pose challenges for equalizing decision-making and contradictions may arise from the fact that the research emerges at the intersection of institutions (e.g. universities, government funding agencies, and community groups) that may have different priorities.' (Pratt, 2000:574).

This session focuses on participatory approaches in geographical research. In both the North and South there is much emphasis on participatory approaches in public policy making and some of the experience gained in this field is relevant for research. For example, Kesby (2000) describes participatory diagramming, and Lees (1999) reveals her experience in speaking about a research project 'outside' the academy, through the media. Methods for participatory research are intended to allow all participants to express their views and knowledge. Tools include, for example, frameworks for discussion that apply drawing and story telling as techniques for gathering data; diagramming techniques such as institutional mapping, causal flow diagrams, listing and ranking. Researchers must acquire key skills in facilitating these approaches and interpreting the results.

Practical exercises

Students will participate in an exercise using participatory appraisal tools that is designed to *demonstrate* methods. They will undertake some exercises in order to practice key skills in designing a hypothetical sample of participatory action research.

Learning objectives: the aim is to introduce students to the rationale of participatory methods and to familiarise them with these methods.

Learning outcomes: Students will:

- Learn about the potential of participatory techniques for research as well as their limitations
- Become familiar with the methods used and have some elementary practice of them
- Learn how a piece of participatory research can be designed

Skills: Students will:

- Acquire elementary experience through knowledge and application of tools for participative research
- Develop skills for designing and facilitating participative research.

Reading

- Cameron, J. and Gibson, K. (2005) Participatory action research in a poststructuralist vein. *Geoforum* 36(3), 315-331
- Chambers, R. (1994) The origins and practice of Participatory Rural Appraisal. *World Development* 22:7, 953-969
- Chatterton, P. (2006) "Give up Activism" and Change the World in Unknown Ways: Or, Learning to Walk with Others on Uncommon Ground. *Antipode* 38:2, 259-281
- Cornwall, A. and Jewkes, R. (1995) What is Participatory Research? *Social Science and Medicine* 41:12, 1667-1676
- Cornwall, A. (2003) Whose voices? Whose choices? Reflections on gender and participatory development. *World Development* 31:8, 1325-1342

- Cummins, S. C. J. (2003) From observation to experimentation: one prescription for a geography of public policy. *Area* 35:2, 220–222
- Elwood, S. (2006) Negotiating Knowledge Production: The Everyday Inclusions, Exclusions, and Contradictions of Participatory GIS Research. *The Professional Geographer* 58:2, 197–208
- Foley, P. and Martin, S. (2000) A new deal for the community? Public participation in regeneration and local service delivery. *Policy and Politics* 28:4, 479-491
- Guijt, I. and Shah, M.K. (eds) (1998) *The Myth of Community: Gender Issues in Participatory Development*. Intermediate Technology Publications: London, 1-23
- Gatenby, B. and Humphries, M (2000) Feminist Participatory Action Research: Methodological and Ethical Issues. *Women's Studies International Forum* 23:1, 89-105
- Kesby, M. (2000) Participatory diagramming: deploying qualitative methods through an action research epistemology. *Area* 32:4, 423-435
- Kesby, M. (2000) Participatory diagramming as a means to improve communication about sex in rural Zimbabwe: a pilot study. *Social Science and Medicine* 50(12), 1723-1741
- Kindon, S. (2003) Participatory video in geographic research: a feminist practice of looking?. *Area* 35:2, 142-153
- Kindon, Sara, Pain, R, Kesby, M (2007) *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place*. London and New York: Routledge
- Kitchin, R. M. and Hubbard, P. J. (1999) Research, action and 'critical' geographies. *Area* 31:3, 195-198
- Lees, L. (1999) Critical geography and the opening up of the academy: lessons from 'real life' attempts. *Area* 31:4, 377-383
- Mohan, G. (2007) Participatory development: from epistemological reversals to active citizenship. *Geography Compass* 1, 779–796
- Moser, C. and McIlwaine, C. (1999) Participatory urban appraisal and its application for research on violence. *Environment and Urbanization* 11:2, 203-226
- Pain, R. and Francis, P. (2003) Reflections on participatory research. *Area* 35:1, 46-54
- Pain, R. (2003) Social Geography: on action-orientated research. *Progress in Human Geography* 27(5), 649-657
- Pratt, G. (2000) Participatory action research. In Johnston, R.J., Gregory, D., Pratt, G. and Watts, M. *The Dictionary of Human Geography* (4th Edition). Blackwell: Oxford, UK and Massachusetts, USA, 574

Week 11: 8th December 2009
Analysing qualitative interview material

Violetta Parutis (UCL)

This session provides a practical but also reflexive discussion of the techniques of analysing qualitative data focusing primarily on data gained from individual or group interviews. The session will begin with an introduction to qualitative data analysis including discussions of the limitations of textual data. It will introduce participants to the range of different kinds of analysis you might undertake and the techniques associated with each as well as a discussion of how material might be presented in the final account. The session will also include a demonstration and discussion of the possibilities of using computer programmes for qualitative analysis, focusing on Atlas-ti. The workshop will provide an opportunity to engage with sample interview data and to discuss the possibilities and pitfalls of using qualitative interview data.

Session outline:

- 2.00 - 2.45 Overview Lecture Analysing Qualitative Interview Material
2.45 - 3.15 Using Computer Programme for Qualitative Analysis – A
Demonstration of Atlas-ti
3.15 - 4.15 Break-out Session
4.15 - 5.00 Discussion

Preliminary Reading:

- Smith, S. 2001 'Doing qualitative research: from interpretation to action' in Limb, M. & Dwyer, C. (eds), *Qualitative methodologies for geographers* London: Arnold, chapter 2
Crang, M. & Cook, I. 2007 *Doing Ethnographies* London: Sage (Section 3 'Pulling it together')
Rose, G. 1997 'Situating knowledges: positionality, reflexivity and other tactics' *Progress in Human Geography* 21(3), 305-320

Key Sources on doing Qualitative Analysis

- Bryman, A. & Burgess, R. (1994) (eds) *Analyzing qualitative data* London: Routledge
Coffey, A. and Atkinson, P. (1996) *Making sense of qualitative data analysis: complementary strategies* Thousand Oaks, CA: Sage
Creswell, J. 1998 *Qualitative inquiry and research design: choosing among five traditions* London: Sage
Fielding, N. and Lee, R. (1998) *Computer analysis and qualitative research* London: Sage
* Grbich, C. 2007 *Qualitative Data Analysis: An Introduction* London: Sage
Strauss, A. and Corbin, J. (1998) *Basics of qualitative research: techniques and procedures for developing grounded theory* London: Sage
Denzin, N and Lincoln, Y, (1998) *Collecting and interpreting qualitative materials* London: Sage
Denzin, N and Lincoln, Y, (eds) (2000) *Handbook of Qualitative Research* London: Sage
Hobbs and T. May (eds.) (1993) *Interpreting the field* Oxford: Oxford University Press
Seale, C. Giampietro, G., Gubrium, J. and Silverman, D. (2004) *Qualitative research practice* London: Sage
Silverman, D. (1993) *Interpreting qualitative data: methods for analysing talk, text and interaction* Sage, London
Silverman, D. (1999) *Doing qualitative research: a practical handbook* London: Sage
Strauss, A. (1987) *Qualitative analysis for social scientists* Cambridge: CUP

Some Examples from Geography

- Blunt, A., Gruffudd, P., May, J., Ogborn, M. & Pinder, D. (eds) (2003) *Cultural Geography in Practice* London: Arnold
- Crang, M. , Hinchliffe S, Hudson A & Reimer S (1997) 'Software for Qualitative Research: 1 Prospectus and Overview' *Environment & Planning A*, 29 771-787
- Crang, M. (1997) 'Analyzing qualitative materials', in Flowerdew, R. & Martin, D. (eds) *Methods in human geography* London: Longman, pp183-96
- Crang, M. 2001 'Filed work: making sense of group interviews' in Limb, M. & Dwyer, C. (eds) *Qualitative methodologies for geographers* London: Arnold, chapter 13
- Dyck, I. & McLaren, A. 2004 'Telling it like it is? Constructing accounts of settlement with immigrant and refugee women in Canada' *Gender, Place and Culture* 11, 513-535
- Hyams, M. 2004 'Hearing girls' silences: thoughts on the politics and practices of a feminist method of group discussion' *Gender, Place and Culture*, 11, 536-558
- Jackson, P. 2001 'Making sense of qualitative data' in Limb, M. & Dwyer, C. (eds) *Qualitative methods for geographers* London: Arnold, Chapter 14
- Moss, P. 2002 *Feminist geography in practice: research and methods* (Oxford: Blackwell)
- Wood, N. et al. 2007 'The art of doing (geographies of) music' *Environment and Planning D: Society and Space* 25(5), 867-889

See also the Progress Reports on Qualitative Methods in *Progress in Human Geography* (2002, 2003, 2005, 2007, 2008)

Week 12: 15th December 2009: 2-5pm, Room 108 QMUL (QMUL students only)
Designing a dissertation proposal

Martin Sokol (QMUL)

The aim of this session is to introduce the requirements for the MSc dissertation; we will consider the following:

- examples of research by previous years' students and discuss the challenges of designing a do-able piece of research within a relatively short space of time
- selecting a topic, research methodologies, style of the dissertation (including preparation of the dissertation proposal in the second semester)
- timetable for completing dissertations
- Other matters, for example: word length, plagiarism, requirements with regard to submission including deadlines, oral examination
- marking scheme used in the assessment of dissertations

Students should come to this session prepared to discuss any problems they envisage with regard to managing the following dissertation timetable:

First Semester

Supervisors will be allocated at the beginning of term 1. You need to approach your supervisor and arrange mutually convenient times for supervisions (4 each semester). Your supervisor needs to approve your dissertation title. Each supervision has a specific task assigned to it, and you will need to fill in your *Supervision Report Form* (supplied at your first meeting).

Second Semester

Presentation of a draft dissertation proposal at **Masters Conference Day, week 11.**

Thursday 1st April 2010: submission of two copies of a 3,000 word formal dissertation proposal. This should include an introduction and rationale; research questions; literature review; methodology (including discussion of research ethics); and timetable. As with other work, the proposals need to be submitted via webCT as well as hard copy (see box in the dept foyer). This proposal must be passed before you can qualify to proceed with the dissertation.

Summer Vacation

Once you have qualified to proceed with your dissertation, you have a further four supervisions over the summer period. Supervisors are able to read one draft of the dissertation before the submissions date, but you need to remember to allow them time to do this.

Deadline for submission of dissertations: 6th September 2010

Module Assessment Term One

The assignment for Term One takes the form of a **Research Strategy to address a specific problem**. You should choose **ONE** from the four problems outlined below and produce a paper (of not more than 3000 words, excluding references).

In your paper you should make sure you include the following:

- Introduction to the topic showing an understanding of the rationale for the research and the key issues to be addressed. You should explain which aspects of the problem you have chosen to focus on (key research questions/aims) and why. You should also consider here the needs and interests of any collaborators and funding bodies.
- Description of chosen methodological approach, including an introduction to the methods and their strengths and weaknesses and why they are appropriate to answer your chosen research questions. You may also state why other methods are less appropriate.
- Description of how the methods chosen will be put into practice, including any pilot exercises, the size and location of your data sample and how you will access it, how you will know when you have collected enough data, how different methods will be connected linked together through the stages of research/data collection. (You may even want to carry out a brief pilot of your method (e.g. test an interview schedule) and report on your findings.)
- Description of how the data will be analysed and the rationale of the analytical strategy.
- Consideration of ethical and access issues.
- A timetable for the research.
- Concluding statement, outlining what the successful study would hope to achieve and any limitations.

The key objective of this assessment is to show that you have a good understanding of the methodological approaches introduced in the course and their advantages and disadvantages for different types of geographical research project. We will be looking at your ability to understand the nature of the research problem posed, provide a rationale for your chosen methodological approach, and evaluate the advantages and disadvantages of your chosen method. In your discussion you should make reference not only to the relevant background references for the topic under investigation, but also the **methods literature**, drawing on the reading lists provided for each session. The strongest answers will show a careful thinking through of **what it might mean to put the chosen methodological approach(es) into practice**, and identify any difficulties or challenges that may arise. Consideration should be given to practical issues (time, accessibility of data or subjects, feasibility of analysis, cost) and to ethical issues (data protection, informed consent). You are free to use diagrams, Gantt charts etc. if helpful.

Research Problem 1

The use of car clubs in Greater London

Road congestion and the enormous amount of space taken up parked cars greatly undermines the quality of the urban environment. The Greater London Authority (GLA) is keen to develop car club schemes such as Zipcar, Streetcar, and Whizzgo. These schemes provide access to automobility when needed, but discourage people using cars for short journeys and reduce the number of cars in the urban area. A number of these car clubs have been set up in London and the GLA wishes to assess their effectiveness. It wants to know who is using these schemes, what they use them for, and how the car clubs are used in conjunction with other modes of transportation. The GLA also wishes to understand the barriers that are stopping existing car owners from switching to such schemes.

You are invited to produce a fully referenced research proposal, scoping the problems to be addressed; outlining the elements of the research methodology you will adopt, and explaining how you will analyse/synthesise the information you will collect. You should assume that you have one year to complete the work.

Research Problem 2

Discourses of Danger: Crime, Past and Present

Current concerns about crime in British cities are often set against ideas that things were better (or at least different) in the past. The way in which crime is reported and interpreted has serious and significant effects on how people understand risk and their relationships to other people around them. The fear of crime is potentially very important in shaping behaviour. This project, to be undertaken for *Civitas: The Institute for the Study of Civil Society* seeks to understand the similarities and differences between the ways in which crime has been reported and interpreted to the public in the past and in the present. You are required to devise a research strategy for such a project based solely on documentary evidence (newspapers, government reports, literature). You should consider:

- which historical period(s) you are going to compare to the present, giving a brief justification for your choice.
- which crimes you are going to focus on, and why
- which documentary sources you are going to use and how you are going to use them:

For each source give a brief outline of what it is, why you are using it, the issues to be taken into account in its use, and your proposed methods of sampling, analysis and interpretation. As noted above you may wish to think about using newspapers, government reports and literary sources. You will need to think about these both for the present and for the period(s) in the past you are using for a comparison.

Research problem 3

Doing the dirty (work): low paid migrant workers and the London labour market

Migrant workers inhabit an ambiguous position in British society. On the one hand, migrants are often perceived as posing a threat to 'British' culture and jobs. On the other hand, others have sought to celebrate the contribution that migrants make to a 'multicultural' Britain whilst government and employers recognise the need for migrant workers to fill vacancies at both the top and bottom end of the labour market. Such ambiguities are evident both in the very different picture of migrants presented by various parties (by newspapers on the right and left of the political spectrum, for example) and within government: for example, a 'crackdown' on illegal immigration

championed by the Home Office runs counter to the Treasury's attempts to encourage 'managed migration'.

Such issues are nowhere more pertinent than in London. The Labour Force Survey (LFS) estimates that 29% of Londoners were born outside of the UK, a proportion which rises to 36% of people living in inner London. Migrants make up little over a third (35%) of London's working age population, filling 31% of London's jobs. The LFS also makes clear that migrants are disproportionately concentrated in low paid employment. Indeed, migrants account for no less than 46% of those employed in 'elementary' occupations (the bottom tier of the occupational hierarchy, consisting of jobs such as labourers, postal workers, porters, catering staff and cleaners).

Though the LFS reveals the proportion of migrants in different occupations, it does not shed any light on the work experiences of migrant workers themselves. Together the Economic and Social Research Council the Greater London Authority (GLA) have commissioned a CASE studentship to investigate the role of low paid migrant workers in London's economy and the experiences of migrant workers. The research is to be conducted by a PhD student working full time over three years. It is anticipated that the 'field work' will take one year. The GLA is especially keen to learn more about:

- The image of low paid migrant workers constructed by the newspaper press and policy makers
- The extent to which, and why, particular low paid occupations are dominated by (particular) migrant groups
- The experiences of low paid migrants in the work place: finding work, pay and conditions, workplace dynamics and so on.

Outline your research methodology, setting out which methods you will employ to address which parts of the research brief (and why) and elaborate on the methods to be used in each stage of the research. Be sure to include a consideration of: choice of analytical techniques for any visual or textual sources; selection, access and sampling; interview/participant observation design; interview/participant observation techniques and dynamics; coding, analysis and interpretative techniques; ethical considerations.

Research Problem 4

Climate change and the experience of poverty

According to a recent call for research proposals from the Joseph Rowntree Foundation, 'research reports such as those from the New Economics Foundation have begun to highlight the relationship between poverty and climate change in the UK context. However, there is still a long way to go to bring together climate change and social justice concerns and to fully explore the possible policy and practice implications and develop adequate responses in this country.' It is with this in mind that this charity wants to help build a stronger evidence base with respect to the existing social impacts or the expected impacts of future climates upon disadvantaged people or places. This is a speculative call, but your task is to provide a fully worked up research proposal detailing how you propose to use qualitative methods to deliver on some aspect of the research gap that they identify. How could qualitative methods be used to usefully explore the connections between poverty and climate change?

SUBMISSION DETAILS

QMUL students should submit their essay by 5pm on 18th January 2010 via Blackboard and a three paper copies via a drop-in box located in the foyer in the Geography Department. See the MA/MSc handbook for further information about Blackboard.

SEMESTER TWO

Quantitative Methods; Geographic Information Systems and Science

Course convenor/co-ordinators

Convenor (QMUL) Dr Beth Greenhough (b.j.greenhough@qmul.ac.uk)
Co-ordinator (UCL) Dr Russell Hitchings (r.hitchings@ucl.ac.uk)

Course lecturers: Dr Konstantinos Melachroinos (k.melachroinos@qmul.ac.uk)
 Professor Paul Longley (p.longley@geog.ucl.ac.uk)

Course timetable

All sessions will be held on Tuesdays from 2pm to 5pm.

The course is taught at 2 sites this semester:

- 12/01/10 – 9/02/10 (inclusive): Seminar Room in the City Centre, Francis Bancroft Building, Queen Mary College, University of London, Mile End Road, London E1 4NS.
- 2/03/10-30/03/10 (inclusive): Geography Room G06, 26 Bedford Way, London WC1H 0AP; and the computer cluster room, ground floor, Bedford Way.

Course Aims

The course is divided into two components. Students are expected to attend both components of the course. The first deals with a broad outline of quantitative methods used in social science (and includes questionnaires). The course lecturer for this part of the course is Dr Konstantinos Melachroinos (QMUL).

The second component of the course deals with advanced spatial analysis and includes a basic understanding of the principles of geographical information systems. The course lecturer is Professor Paul Longley (Geography, UCL). The focus will be on practical applications of GIS for social science research and an assessment of the potential of GIS for efficiently handling spatial data and as providing tools for spatial analysis.

MODULE OUTLINE **SEMESTER TWO**

PART ONE: QUANTITATIVE METHODS

2-5pm, Tuesdays, City Centre Seminar Room QMUL

Week 1 (12 th January 2010)	Secondary data, descriptive statistics, index construction (Konstantinos Melachroinos, QMUL)
Week 2 (19 th January 2010)	Probability, inference, statistical testing and simple measures of association (Konstantinos Melachroinos, QMUL)
Week 3 (26 th January 2010) b	Multivariate methods of geographical analysis (Konstantinos Melachroinos, QMUL)
Week 4 (2 nd February 2010)	Communicating quantitative research effectively (Konstantinos Melachroinos, QMUL)
Week 5 (9 th February 2010)	Questionnaires (Konstantinos Melachroinos, QMUL)
Week 6 (16 th February 2010)	No session
Week 7 (22 nd - 26 th February 2010)	READING WEEK, No teaching

PART TWO: GEOGRAPHIC INFORMATION SYSTEMS AND SCIENCE

2-5pm. Wednesdays UCL

Week 8 (2 nd March 2010)	Geographic Information Systems, Science, and Study (Paul Longley, UCL)
Weeks 9 (9 th March 2010)	Digital Representation and GIS Applications
Week 10 (16 th March 2010)	Representing cultural, linguistic and ethnic groups (Pablo Mateos and Paul Longley, UCL)
Weeks 11 & 12 (23 rd & 30 th March 2010)	The nature of geographic data (Paul Longley, UCL)

There will also be a statistics lab session on Thursday 1st April 2010, 2-5pm in Queens W207 for students who choose to undertake the statistics assignment

PART ONE: QUANTITATIVE METHODS

Week 1: 12th January 2010

Secondary data, descriptive statistics, index construction

Konstantinos Melachroinos (QMUL)

This session will begin by presenting an overview of the prime European Union secondary data sources available in the public domain. The main focus will be on the demographic and the economic. Understanding the nature and purpose of descriptive statistics will be the main focus of the second part of the session. Frequency distributions and their graphical representation, measures of central tendency, dispersion, skewness and kurtosis will all be considered. Finally the session will consider the issues surrounding the often-used technique of index construction to represent multivariate characteristics of areas.

Learning outcomes

At the end of the session students will have an understanding of the main sources of secondary socio-economic data in the EU. They will have a theoretical understanding of the principles and purpose of descriptive statistics. They will have an understanding of the opportunities and pitfalls involved in the calculation of regional indices designed to reflect social well-being.

Reading

Any elementary (one not starting with a chapter on probability) statistical text will suffice to cover the descriptive statistics element of this session. It will be explained during the session why the following are useful for certain purposes.

WHIGHAM D (1998) *Quantitative Business Methods Using Excel*, Oxford University Press

ROGERSON PA (2001) *Statistical Methods For Geography*, Sage

ROGERSON PA (2006) *Statistical Methods For Geography: A Student Guide*, Sage

BOCK DE, VELLEMAN PF & DE VEAUX RD (2007) *Stats: Modelling the World*, 2nd Ed, Pearson

DE VEAUX RD, VELLEMAN PF & BOCK DE (2009) *Intro Stats*, 3rd Ed, Pearson/Addison-Wesley

LEVINE DM, BERENSON ML & STEPHAN D (1999) *Statistics for Managers Using Microsoft EXCEL*, Prentice Hall

SPEIGEL MR (1994) *Theory and Problems of Statistics*. Schaum.

FIELDING JL & GILBERT GM (2000) *Understanding Social Statistics*, Sage

ROBINSON GM (1998) *Methods and Techniques in Human Geography*. Wiley

SHAW G & WHEELER D (1994) *Statistical Techniques in Geographical Analysis*. Wiley.

EARICKSON RJ & HARLIN JM (1994) *Geographic Measurement and Quantitative Analysis*. Macmillan.

BURT JE & BARBER GM (1996) *Elementary Statistics for Geographers*. Guildford Press.

SMITH DM (1975) *Patterns in Human Geography. An Introduction to Numerical Methods*, David and Charles (Libraries only)

RHIND D (1983) *A Census User's Handbook*. Methuen (Libraries only)

DALE A & MARSH C (eds) 1993) *The 1991 Census User's Guide*. HMSO

HAKIM C (1982) *Secondary Analysis in Social Research*. Allen and Unwin

OPENSHAW S (ed) (1995) The Census User's Handbook. GeoInformation International.

Week 2: 19th January 2010**Probability, inference, statistical testing and simple measures of association**

Konstantinos Melachroinos (QMUL)

This session will begin by presenting an overview of inductive statistics – their nature and purpose. To do this some understanding will have to be developed about probability, probability distributions, sampling and sampling distributions. There will be an opportunity in class to see first hand how sampling works. The second task of the session is to consider the nature and purpose of statistical significance testing. Again there will be an opportunity in class to undertake some practical significance testing work. The main focus of the session is to introduce the topic of statistical association – simple (two variable) correlation and regression analysis – the most frequently used of all statistical analysis in the social sciences. This basic introduction will start with functions and scatters and move to calibration and significance testing. All of these aspects will be demonstrated in real time using statistical packages aligned to standard spreadsheet software.

Learning outcomes

At the end of the session students will have a theoretical understanding of the nature and purpose of inductive statistics. Along the way they will have considered notions of probability, probability distributions, sampling and sampling distributions and how they all fit together. They will have a practical understanding of how to undertake significance tests in statistical analysis. At the end of the session students will have a theoretical understanding of the basic principles and assumptions of simple correlation and regression analysis. This will involve understanding how the simple linear model can be calibrated, the nature of the strength of the relationships involved, the measures of goodness of fit and how the various parameters that arise can be tested for statistical significance. They will also have a practical understanding of how to undertake correlation and regression analysis.

Reading

Any elementary (one not starting with a chapter on probability) statistical text will suffice to cover the inductive statistics, statistical testing and correlation/regression analysis elements of this session. It will be explained during the session why some of the following are useful for certain purposes.

WHIGHAM D (1998) *Quantitative Business Methods Using Excel*, Oxford University Press

ROGERSON PA (2001) *Statistical Methods For Geography*, Sage

ROGERSON PA (2006) *Statistical Methods For Geography: A Student Guide*, Sage

BOCK DE, VELLEMAN PF & DE VEAUX RD (2007) *Stats: Modelling the World*, 2nd Ed, Pearson

DE VEAUX RD, VELLEMAN PF & BOCK DE (2009) *Intro Stats*, 3rd Ed, Pearson/Addison-Wesley

LEVINE DM, BERENSON ML & STEPHAN D (1999) *Statistics for Managers using Microsoft EXCEL*, Prentice Hall

SPEIGEL MR (1994) *Theory and Problems of Statistics*. Schaum.

FIELDING JL & GILBERT GM (2000) *Understanding Social Statistics*, Sage

ROBINSON GM (1998) *Methods and Techniques in Human Geography*. Wiley

SHAW G & WHEELER D (1994) *Statistical Techniques in Geographical Analysis*. Wiley.

EARICKSON RJ & HARLIN JM (1994) *Geographic Measurement and Quantitative Analysis*. Macmillan.

BURT JE & BARBER GM (1996) Elementary Statistics for Geographers. Guildford Press.
JOHNSTON R (1978) Multivariate Statistical Analysis in Geography. A Primer on the General Linear Model. Longman (Libraries only)

Week 3: 26th January 2010
Multivariate methods of geographical analysis

Konstantinos Melachroinos (QMUL)

This session will begin by presenting an overview of multivariate methods before moving to consider in some detail multiple regression. This will build on the materials presented in the previous session, which looked at simple regression. There will be an opportunity in class to see in real time how multiple regression can be undertaken using statistical packages aligned to standard spreadsheet software. The second task of the session is to consider the nature and purpose of other multivariate methods such as principal components and factor analysis.

Learning outcomes

At the end of the session students will have a theoretical understanding of the nature and purpose of multivariate analysis. They will have a practical understanding of how to undertake and interpret multiple regression as well as considering some of the main pitfalls. They will understand the nature and purpose of some of the other more complex multivariate methods.

Reading

WHIGHAM D (1998) *Quantitative Business Methods Using Excel*, Oxford University Press

ROGERSON PA (2001) *Statistical Methods For Geography*, Sage

ROGERSON PA (2006) *Statistical Methods For Geography: A Student Guide*, Sage

BOCK DE, VELLEMAN PF & DE VEAUX RD (2007) *Stats: Modelling the World*, 2nd Ed, Pearson

DE VEAUX RD, VELLEMAN PF & BOCK DE (2009) *Intro Stats*, 3rd Ed, Pearson/Addison-Wesley

LEVINE DM, BERENSON ML & STEPHAN D (1999) *Statistics for Managers Using Microsoft EXCEL*, Prentice Hall

ROBINSON GM (1998) *Methods and Techniques in Human Geography*. Wiley

BURT JE & BARBER GM (1996) *Elementary Statistics for Geographers*. Guildford

JOHNSTON R (1978) *Multivariate Statistical Analysis in Geography. A Primer on the General Linear Model*. Longman (Libraries only)

Week 4: 2nd February 2010
Communicating quantitative research effectively

Konstantinos Melachroinos (QMUL)

This session will explore some of the challenges presented by the communication of quantitative data/evidence for different audiences, including academics, policy-makers, and the general public. During this session, students will critique a piece of published academic research, and a chapter from an OECD report.

Week 5: 9th February 2010
Questionnaires

Konstantinos Melachroinos (QMUL)

This session will begin by setting the broader context of the social survey method – what it can achieve and its limitations, before looking at the ways in which a social survey may be conducted, concentrating on the design of a questionnaire. The session will give students the opportunity to consider the issues involved and critically evaluate the advantages and potential pitfalls of this method of data collection.

Learning outcomes

At the end of the session students will have an understanding of the role of the questionnaire within a social survey. They will have an understanding of the principles of questionnaire design including types of questions and the structure of a questionnaire.

Reading

- Czaja, R. and Blair J. 1996 *Designing Surveys: a guide to decisions and procedures* Pine Forge Press
Hoinville G. Jowell R and associates 1977 *Survey Research Practice* Gower
Maclean M and Genn H 1979 *Methodological Issues in Social Surveys* Macmillan Press
Marsh C 1982 *The survey method: the contribution of surveys to sociological explanation* George Allen and Unwin
Moser C A and Kalton G 1 1971 *Survey Methods in social investigation* Heinemann
De Vaus D A 1991 *Surveys in social Research* UCL press

PART TWO: GEOGRAPHIC INFORMATION SYSTEMS AND SCIENCE

Week 8: 2nd March 2010

Geographic Information Systems, Science, and Studies

Paul Longley (UCL)

This session begins to address several major questions:

- What exactly is qualitative and quantitative geographic information, and why is it important? What is special about it?
- What is information generally, and how does it relate to data, knowledge, evidence, wisdom, and understanding?
- What kinds of decisions make use of geographic information?
- What is a geographic information system, and how would I know one if I saw one?
- What is geographic information science, and how does it relate to the use of GIS for scientific purposes?
- How do scientists use GIS, and why do they find it helpful?
- How does GIS help public policy and how do companies make money from GIS?

Practical: Internet GIS

The laboratory exercises, due for completion in one of the two following weeks, plus online reading material, will be introduced.

Suggested readings:

This series of five lectures and practicals is based heavily on:

Longley P A, Goodchild M F, Maguire D J and Rhind D W 2005 **Geographic Information Systems and Science (Second Edition)**. Chichester, Wiley, Chapters 1, 2, 3 and 4

The exercises are taken from <http://campus.esri.com>.

Some of the PowerPoint slides are available from:

<http://www.wiley.com/go/longley>. Follow the links to 'Powerpoints', click that you have received a password, and enter it in the pop up box.

Further readings are available in:

Longley, P.A., Goodchild, M.F., Maguire, D.J. and Rhind, D.W., (eds.) 2005. **Geographical Information Systems: Principles, Techniques, Management and Applications (Abridged Edition)**. Hoboken, NJ, Wiley. (Multiple copies of this book, and the two volume 1999 set of the same title are available in the library. Pages (ix) – (xxxii) of the Abridged Edition provide a useful current statement of the state of GIS.)

Week 9: 9th March 2010
Digital representation and GIS applications

Paul Longley (UCL)

Representations have many uses, because they allow us to learn, think and reason about places and times that are outside our immediate experience. This is the basis of social scientific and ecological research, planning, historiographic awareness, and many forms of day-to-day problem solving. Explicitly geographic representations are often necessary to think about relations between the social and natural worlds.

The geographic world is extremely complex, revealing more detail the closer one looks, almost *ad infinitum*. So in order to build a representation of any part of it, it is necessary to make choices, about what to represent, at what level of detail, over what time period, etc. This session illustrates how the large number of possible choices creates a problem for designers of GIS software, since it is virtually impossible to accommodate all of them. It also illustrates how spatial relations are inherent to human activity and how spatial relations reflect and reify social relations.

GIS is also fundamentally about building these basic representational models into workable applications. This session also seeks to give a flavour of the breadth and depth of real-world GIS implementations, and includes reference to research applications developed by Ph.D. students and research staff at UCL's **Centre for Advanced Spatial Analysis**.

Practical: Internet GIS, Visualization and User Interaction

The Internet has become the platform of choice for synthesising and interpreting information and evidence from multiple sources, very frequently by accessing a diverse range of GIS applications. In this session you will use your accounts at the **ESRI Virtual Campus** (<http://campus.esri.com>) to review some of the fundamental concepts regarding data and information. You will see how geographic data represent the Earth's surface and how geographic representations are unique. You will also review how geographic information systems (GIS) can be used to turn data into information that can be used to support decisions. The hands on exercises make use of ArcMap and Spatial Analyst to reinforce concepts concerning data structures, data interpolation, and spatial analysis.

The second on-line tutorial and set of exercises will consider issues of visualization and user interaction. Visualisation is the process of representing data in space—as a map, in other words. Visualization is useful because human beings are better at recognising patterns than they are at interpreting columns of numbers or verbal descriptions of spatial relationships. A GIS can show data in much more realistic and informative ways than a paper map can. For example, consider a paper map of elevation contours compared to a 3-D terrain model produced from a GIS. But the very power of GIS is also an inherent danger: you may be so impressed by the look of the 3-D mountain with its crags, coloured elevation bands, and light and shadow effects that you forget the most important thing: how accurately does the data represent reality? This tutorial and exercise introduces you to a range of visualisation conventions and techniques, and shows you how to interact with, and improve, representations.

The *suggested readings* for this session accompany the on-line exercises.

Week 10: 16th March 2010**Case Study: Representing cultural, linguistic and ethnic groups**

Pablo Mateos and Paul Longley (UCL)

This session will develop the basic concepts of representation as introduced in Week 7 and apply them to the representation of ethnicity. Classifications of ethnicity are widely understood to be inherently subjective, and often are guided by the geographical context in which they are developed. However, the development of taxonomies suitable for appending to quantitative data is a prerequisite to robust and defensible generalisation of the socio-economic inequalities associated with ethnic group membership. We will discuss the development of an ontology (representation) of ethnicity and its use to generalise about the diverse population structure of London. The session also introduces the results of a study of the historic origins of Anglo Saxon family names, as well as a range of analytical and ethical issues concerning the use of GIS to represent and analyse concentrations of different names and name types.

A list of *suggested readings* will be provided at the session.

Practical: Query and measurement

Just like the miller's daughter who was locked in a room full of straw and had to spin it into gold, the task of the GIS user is to turn data into information. (And if you can do it, like a modern Rumpelstiltskin, feel free to ask your boss for her first-born child.) This online session will discuss the first steps of spinning straw into gold—how to query a GIS.

You will learn about different views of data (maps, tables, graphs, catalogs) and how to get the information that each contains. You will learn how to use a GIS database creatively with advanced queries. And you will learn about the various kinds of measurements a GIS can make: from the simple straight-line distance between two points, to surface analysis that creates maps of slope and aspect from elevation. As the saying goes, to ask the right question you must already know half the answer. A similar point can be made of querying a GIS: before you get started, you need to know what you need to know. The exercises will show you how different queries can be organised to solve some practical problems, like deciding where to build a football stadium.

Suggested readings: as for Week 6.

Weeks 11 and 12: 23rd and 30th March 2010

The nature of geographic data

Paul Longley (UCL)

Geographic information is sufficiently special to warrant its own type of information system, because *spatial is special*. Yet what is it about geographic data that distinguishes them from all other kinds, and what special tools are needed to analyse and work with them? A key property of geographic information is its level of detail. These final two sessions introduce the key concepts of spatial and temporal autocorrelation, and shows how they can be measured. We also discuss the nature of sampling and discuss how to sample and how to interpolate between sample elements

Practical: Transformations and descriptive summaries

One of the most powerful abilities of a GIS is that it can create new data from existing data. The operation may be simple, such as drawing a buffer to show a zone of protection around an object, or it may be highly mathematical, such as the Kriging method of estimating surface values. In this module, you will examine many of the ways in which a GIS can produce new data by combining existing data sets or analyzing them mathematically.

A formidable challenge when turning data into information is to condense the overwhelming quantity of geographic facts and numbers in a meaningful way. In this exercise, you will examine a variety of ways to summarize numeric attributes and geographic patterns to express their essential characteristics.

Suggested readings: as for Week 6

Social Science Research Methods

Course Assessment Term Two

This module is divided into two components: Quantitative Methods and Geographic Information Systems and Science. Each component has its own assessment and students must choose **one** of the two assessments below.

Option 1:

Quantitative methods assignment, see next page.

Option 2:

This assignment requires successful completion of all of the 'Virtual Campus' computer practical exercises, plus a 3,000 word essay. The essay will be given a percentage mark, and ten percentage points will be subtracted for each unsatisfactory practical. The essay title is:

“Describe the ways in which a GIS-based analysis of family names can develop our understanding of people and places in Great Britain.”

SUBMISSION DETAILS

QMUL students should submit their essay by 5pm on 19th April 2010 via Blackboard and three paper copies via a drop-in box located in the foyer in the Geography Department. See the MA/MSc handbook for further information about Blackboard.

QUANTITATIVE METHODS COURSEWORK ESSAY (Option 1)

This assignment is based on the Quantitative Methods part of the course. Participants on the course are required to carry out a series of statistical analyses with the view to explore the magnitude of spatial disparities in France and Italy and investigate the factors that influence the variation in regional growth rates and levels of income per capita. In order to confront this particular research issue it is important not only to calculate accurately, but also to interpret correctly the statistics mentioned in each task. To this extent your commentary should highlight the real world meanings of the findings of your analyses.

A small dataset of 12 selected economic indicators covering 43 NUTS 2 (Nomenclature of Statistical Territorial Units level 2) regions in France and Italy is provided in table 1. Information about the methodologies used for the calculation of these indicators and the NUTS classification system can be found in the Eurostat website (http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1335,72265683,1335_72320391&_dad=portal&_schema=PORTAL#region).

You are free to carry out your statistical analyses using the software package (e.g. Excel, SPSS, etc.) of your choice. Any good introductory statistical textbook (please see the reading list) covers the techniques needed for the completion of the assignment. The book chapter by **Fingleton B (2003) Models and simulations of GDP per inhabitant across Europe's regions: a preliminary view in B. Fingleton (ed) European Regional Growth, Springer-Verlag, Berlin, p. 11-53** offers an excellent example of applying statistical methods to the study of regional disparities in Europe and could be useful in giving you some ideas regarding the real world implications of your results.

Task 1: Frequency distributions (10 marks)

In both absolute and relative (percentage) forms produce a frequency distribution table, a histogram, a cumulative frequency table and a cumulative frequency histogram for the **Gross Domestic Product (GDP) per capita in 2002 (Purchasing Power Parities per inhabitant)** for the French NUTS 2 regions. Repeat this work for the **GDP per capita in 2002** for the Italian NUTS 2 regions. Discuss in no more than 200 words what the tables and histograms reveal in relation to the regional distribution of **GDP per capita** in the two countries.

Task 2: Descriptive statistics (10 marks)

Calculate the mean, standard error, median, mode, standard deviation, variance, coefficient of variation, kurtosis, skewness, range, minimum and maximum for **GDP per capita in 2002** in French and Italian NUTS 2 regions (separately for each country). Repeat this work for the **economic activity rates in 2002 (percentage of economic active population between 15 and 64 years)**. Present your results in a tabular form (one table per variable and country) and provide a short commentary of no more than 300 words about what the calculated descriptive statistics reveal regarding the magnitude of regional inequalities in the two countries.

Task 3: Z scores (10 marks)

Compute the Z scores for the **tertiary education students as percentage of total population in 2001, Research & Development (R&D) expenditure as percentage of**

GDP in 2000 and employment in technology and knowledge-intensive sectors as percentage of total employment in 2002 for all NUTS 2 regions. Sum the regional Z scores in each variable to calculate the combined Z score of each region. Present your results in a tabular form and comment briefly (no more than 200 words) on what the results reveal in relation to the regional variation in technological performance.

Task 4: Growth rates and logarithmic transformations (10 marks)

Calculate the **GDP per capita average annual growth rate for the period 1995-2002** for each NUTS 2 region using the formula below.

$$r = (\sqrt[7]{Y_{2002} / Y_{1995}}) - 1$$

where r is the regional **GDP per capita average annual growth rate during the period 1995-2002**, Y_{1995} is the regional **GDP per capita in 1995** and Y_{2002} is the regional **GDP per capita in 2002**.

Furthermore, transform logarithmically the GDP per capita in 1995 and GDP per capita in 2002 variables to compute two new variables: the **logarithm (base 10) of GDP per capita in 1995** and the **logarithm (base 10) of GDP per capita in 2002**.

Calculate the mean, standard error, median, mode, standard deviation, variance, coefficient of variation, kurtosis, skewness, range, minimum and maximum for the regional **average annual growth rate of GDP per capita** in French and Italian NUTS 2 regions (separately for each country). Repeat this work for the **logarithm (base 10) of GDP per capita in 1995** and the **logarithm (base 10) of GDP per capita in 2002**. Present your results in a tabular form (one table per variable and country) and provide a short commentary of no more than 300 words about what the calculated descriptive statistics reveal regarding the magnitude and evolution of regional inequalities in the two countries.

Task 5: Simple linear regressions (20 marks)

Run a linear regression model to estimate the impact of the **level of GDP per capita in 1995 (logarithmic values)** on the **GDP per capita average annual growth rate during the period 1995-2002** (dependent variable). Use the observations for all NUTS 2 regions (43 observations) in your regression. Repeat this work to estimate the linear equation between **GDP per capita average annual growth rate during the period 1995-2002** (dependent variable) and **fixed capital investment in FIRE¹ as percentage of GDP (average 1995-2002)** (independent variable). Also estimate the linear equation between **GDP per capita in 2002** (dependent variable) and **unemployment rates in 2002** (independent variable).

For each, simple linear regression model present your results in a tabular form and write a short report of less than 400 words, which discusses the meaning and the statistical significance of the regressions' statistics and also highlights the real world implications of the results. In particular you should provide the following for each model:

- a. the coefficient of determination and the coefficient of correlation. Assess the strength of the relationship using the two coefficients and test their significance using the F statistic.

¹ The acronym FIRE stands for financial intermediation; real estate, renting and business activities.

- b. the regression equation parameters (the intercept and slope). Discuss what these parameters mean, describe the nature of the regression line and test their significance using the Student's t statistic.
- c. confidence intervals (at 99% level of significance) around the regression coefficients.
- d. the standard error of the estimate, measuring the overall goodness of fit. Discuss what the measure indicates.

Task 6: Multiple regressions (20 marks)

Run a multiple regression model to estimate the impact of **fixed capital investment in FIRE as percentage of GDP (average 1995-2002)** and the **level of GDP per capita in 1995 in logarithmic values (independent variables)** on the **GDP per capita annual growth rate 1995-2002** (dependent variable). Repeat this exercise to estimate the multiple regression equation between the **GDP per capita annual growth rate 1995-2002** (dependent variable) and **fixed capital investment in FIRE as percentage of GDP (average 1995-2002)**, the **level of GDP per capita 1995 in logarithmic values** and the **total fixed capital investment as percentage of GDP (average 1995-2002)** (independent variables). Also specify the multiple regression equation between the **GDP per capita annual growth rate 1995-2002** (dependent variable) and the **unemployment rate in 2002** and **population density in 2002** (independent variables). Finally, estimate the multiple regression equation between the **GDP per capita annual growth rate 1995-2002** (dependent variable) and the **unemployment rate in 2002**, **population density in 2002**, **total fixed capital investment as percentage of GDP (average 1995-2002)** and **employment in FIRE as percentage of total employment in 2002** (independent variables).

For each, of the four multiple regression models present your results in a tabular form and write a short report of less than 600 words, which discusses the meaning and the statistical significance of the regressions' statistics and also highlights the real world implications of the results. In addition, compare the results that you got from the simple linear regressions to those of the multiple regression models. Has the explanatory power of the models improved with the inclusion of more variables? In particular you should provide the following for each model:

- a. the coefficient of determination and the coefficient of correlation for the regression model. Assess the strength of the relationship using the two coefficients and test their significance using the F statistic.
- b. the regression equation parameters (the intercept and partial slopes). Discuss what these parameters mean, describe the nature of the regression equations and test their significance using the Student's t statistic.
- c. confidence intervals (at 99% level of significance) around the regression coefficients
- d. the standard error of the estimate, measuring the overall goodness of fit. Discuss what the measure indicates.
- e. the correlation matrix containing the correlation coefficients between each of the independent variables. Discuss what the correlation coefficients reveal in relation to multicollinearity.
- f. the Durbin-Watson statistic. Discuss what the value of this statistic indicates.

Task 7: Factor analysis (20 marks)

Run a factor analysis to summarise the 11 following variables:

- a. **GDP per capita in 2002**
- b. **Population density in 2002**
- c. **Economic activity rates in 2002**
- d. **Unemployment rates in 2002**
- e. **Tertiary education students as percentage of total population in 2001**
- f. **R&D expenditure as percentage of GDP in 2000**
- g. **Employment in technology and knowledge-intensive sectors as percentage of total employment 2002**
- h. **Total fixed capital investment as percentage of GDP (average 1995-2002)**
- i. **Fixed capital investment in FIRE as percentage of GDP (average 1995-2002)**
- j. **Employment in agriculture as percentage of total employment in 2002**
- k. **Employment in FIRE as percentage of total employment in 2002**

Calculate the eigenvalues of each component and find out the number of the factors that are sufficient to describe the data (hint retain the components with an eigenvalue greater than one). Estimate the rotated factor loadings and describe each factor in terms of the most important variables that comprise it. Calculate the communalities for each variable. Present your results in tabular form (three tables containing the variance explained by each component, the rotated factor loadings and the communalities will be sufficient) and supply a short commentary (less than 500 words) that highlights the real world implications of your factor analysis output.

Table 1 Selected economic indicators for NUTS 2 regions in France and Italy

NUTS 2 Regions	GDP ¹ per capita 1995 (Purchasing Power Parities per inhabitant)	GDP per capita 2002 (Purchasing Power Parities per inhabitant)	Population density 2002 (inhabitants per km2)	Economic activity rates 2002 (percentage of economic active population between 15 and 64 years)	Unemployment rates 2002	Tertiary education students as percentage of total population 2001	R&D expenditure as percentage of GDP 2000	Employment in technology and knowledge-intensive sectors as percentage of total employment 2002	Total fixed capital investment as percentage of GDP (average 1995-2002)	Fixed capital investment in FIRE ² as percentage of GDP (average 1995-2002)	Employment in agriculture as percentage of total employment 2002	Employment in FIRE as percentage of total employment 2002
France												
<i>fr10 Île de France</i>	27114	37267	925.4	72.3%	8.1%	4.8%	3.2%	9.3%	18.1%	9.6%	0.4%	25.1%
<i>fr21 Champagne-Ardenne</i>	16097	22188	52.1	69.1%	9.3%	2.7%	0.5%	1.6%	17.2%	6.1%	6.7%	10.6%
<i>fr22 Picardie</i>	14827	19305	96.5	68.1%	8.5%	2.1%	1.1%	2.8%	18.8%	7.0%	4.2%	11.2%
<i>fr23 Haute-Normandie</i>	16465	22343	146.6	68.0%	10.1%	2.7%	1.5%	3.9%	19.4%	6.6%	2.6%	13.3%
<i>fr24 Centre</i>	16270	21475	63.0	69.8%	8.6%	2.3%	1.6%	4.6%	18.9%	7.3%	4.7%	13.2%
<i>fr25 Basse-Normandie</i>	15002	19901	81.7	70.6%	7.9%	2.5%	0.9%	3.2%	20.1%	7.1%	7.1%	10.9%
<i>fr26 Bourgogne</i>	15963	21742	51.1	69.9%	6.9%	2.4%	1.1%	3.1%	20.1%	7.6%	5.9%	10.0%
<i>fr30 Nord - Pas-de-Calais</i>	13945	19158	323.4	62.5%	13.4%	3.6%	0.7%	3.4%	17.2%	6.3%	2.3%	14.3%
<i>fr41 Lorraine</i>	15165	19542	98.6	68.5%	7.8%	3.1%	1.0%	4.2%	18.7%	7.3%	2.5%	11.6%
<i>fr42 Alsace</i>	18415	24045	214.8	71.9%	6.7%	3.5%	1.4%	4.1%	18.9%	7.3%	2.0%	13.5%
<i>fr43 Franche-Comté</i>	15590	21086	70.1	70.9%	8.3%	2.8%	2.0%	6.6%	19.4%	7.2%	3.7%	11.0%
<i>fr51 Pays de la Loire</i>	15439	21488	103.2	71.4%	7.7%	3.0%	1.0%	4.2%	18.3%	7.3%	5.8%	13.0%
<i>fr52 Bretagne</i>	14721	20581	108.1	68.5%	6.7%	3.4%	1.7%	5.1%	19.4%	7.9%	6.6%	11.4%
<i>fr53 Poitou-Charentes</i>	14553	19588	64.7	70.4%	8.0%	2.6%	0.7%	3.4%	19.7%	7.7%	7.0%	11.1%
<i>fr61 Aquitaine</i>	15604	21560	72.8	67.7%	9.2%	3.0%	1.5%	4.5%	19.1%	8.6%	6.8%	12.3%
<i>fr62 Midi-Pyrénées</i>	15454	21093	58.3	70.2%	8.1%	3.9%	3.2%	6.0%	18.8%	8.1%	6.0%	13.2%
<i>fr63 Limousin</i>	14225	19851	42.0	68.5%	6.4%	2.8%	0.7%	3.9%	19.8%	8.3%	7.1%	9.7%
<i>fr71 Rhône-Alpes</i>	17704	24166	132.6	69.6%	6.9%	3.6%	2.3%	5.9%	19.1%	8.4%	2.6%	14.5%
<i>fr72 Auvergne</i>	14572	20206	50.8	69.4%	6.9%	3.0%	2.1%	2.5%	19.6%	8.0%	6.7%	9.8%
<i>fr81 Languedoc-Roussillon</i>	13497	18579	87.8	63.1%	13.1%	3.5%	2.1%	4.4%	21.6%	10.5%	5.6%	12.3%
<i>fr82 Provence-Alpes-Côte d'Azur</i>	16121	21925	147.1	65.4%	11.4%	3.2%	1.8%	4.2%	19.7%	10.3%	2.6%	14.4%
<i>fr83 Corse</i>	12722	18331	30.9	51.7%	13.2%	1.8%	0.3%	0.5%	22.7%	10.1%	4.1%	8.1%

<i>Table continued</i>												
NUTS 2 Regions	GDP ¹ per capita 1995 (Purchasing Power Parities per inhabitant)	GDP per capita 2002 (Purchasing Power Parities per inhabitant)	Population density 2002 (inhabitants per km ²)	Economic activity rates 2002 (percentage of economic active population between 15 and 64 years)	Unemployment rates 2002	Tertiary education students as percentage of total population 2001	R&D expenditure as percentage of GDP 2000	Employment in technology and knowledge-intensive sectors as percentage of total employment 2002	Total fixed capital investment as percentage of GDP (average 1995-2002)	Fixed capital investment in FIRE ² as percentage of GDP (average 1995-2002)	Employment in agriculture as percentage of total employment 2002	Employment in FIRE as percentage of total employment 2002
<i>Italy</i>												
<i>itc1 Piemonte</i>	20685	26473	166.2	65.3%	5.1%	2.3%	1.6%	5.3%	19.6%	5.6%	3.1%	14.1%
<i>itc2 Valle d'Aosta/Vallée d'Aoste</i>	23913	28137	36.8	68.8%	3.6%	0.1%	0.7%	0.9%	24.0%	4.3%	5.5%	9.4%
<i>itc3 Liguria</i>	18298	25039	289.8	62.2%	6.3%	2.5%	1.1%	4.6%	15.3%	4.7%	2.8%	14.6%
<i>itc4 Lombardia</i>	23308	30028	380.1	65.8%	3.8%	2.7%	1.1%	5.2%	17.3%	5.0%	1.4%	16.2%
<i>itd1 Provincia Autonoma Bolzano-Bozen</i>	24626	33783	62.9	71.6%	1.9%	0.3%	0.5%	1.9%	27.1%	7.5%	7.3%	9.0%
<i>itd2 Provincia Autonoma Trento</i>	22031	27307	77.4	64.8%	3.4%	3.2%	0.5%	3.3%	26.3%	7.3%	6.4%	9.0%
<i>itd3 Veneto</i>	20657	26108	247.5	65.4%	3.4%	2.4%	0.5%	3.9%	19.7%	6.3%	3.8%	11.0%
<i>itd4 Friuli-Venezia Giulia</i>	20192	26288	151.1	64.4%	3.7%	3.6%	1.1%	4.7%	18.7%	5.6%	3.3%	13.2%
<i>itd5 Emilia-Romagna</i>	22508	28870	181.2	69.8%	3.3%	4.2%	0.9%	4.0%	19.0%	5.4%	4.7%	11.8%
<i>ite1 Toscana</i>	19114	25335	152.5	64.7%	4.8%	3.9%	1.0%	2.9%	17.5%	4.9%	2.7%	12.0%
<i>ite2 Umbria</i>	17348	22280	98.2	62.6%	5.7%	4.1%	0.9%	3.0%	19.5%	6.2%	3.9%	10.8%
<i>ite3 Marche</i>	17451	22728	152.5	65.6%	4.4%	4.2%	0.5%	2.5%	18.7%	5.4%	4.1%	10.0%
<i>ite4 Lazio</i>	19917	26482	297.7	60.2%	8.6%	4.7%	1.9%	6.5%	16.4%	5.1%	2.6%	17.9%
<i>itf1 Abruzzo</i>	15051	19442	117.8	59.3%	6.2%	3.5%	0.9%	3.7%	20.0%	5.7%	5.7%	9.4%
<i>itf2 Molise</i>	13178	17863	72.3	59.4%	12.6%	2.5%	0.4%	0.6%	22.1%	7.0%	8.8%	11.7%
<i>itf3 Campania</i>	11126	15226	420.4	53.3%	21.1%	3.6%	1.0%	3.4%	18.7%	6.6%	6.3%	13.6%
<i>itf4 Puglia</i>	11311	15341	207.8	52.8%	14.0%	2.6%	0.6%	2.2%	18.0%	6.2%	10.5%	13.0%
<i>itf5 Basilicata</i>	11889	16181	59.7	54.5%	15.3%	1.0%	0.8%	2.3%	22.2%	6.5%	10.3%	11.5%
<i>itf6 Calabria</i>	10387	14336	133.2	55.8%	24.6%	2.3%	0.3%	3.0%	21.8%	8.2%	15.5%	10.8%
<i>itg1 Sicilia</i>	11287	15095	193.3	52.6%	20.1%	3.1%	0.8%	2.4%	19.5%	7.6%	8.9%	13.9%

<i>itg2 Sardegna</i>	12880	17429	67.8	57.4%	18.5%	3.4%	0.7%	2.9%	22.9%	7.2%	7.8%	11.5%
----------------------	-------	-------	------	-------	-------	------	------	------	-------	------	------	-------

1. Gross Domestic Product

2. The acronym FIRE stands for financial intermediation; real estate, renting and business activities.

Source: Eurostat Regional Statistics and own calculations.

GEG7113

**SOCIAL SCIENCE RESEARCH METHODS AND
METHODOLOGIES**

Thinking Geographically

COURSE BOOK 2009-10

**Masters Programme
Department of Geography
Queen Mary, University of London**

GEG7113 SOCIAL SCIENCE RESEARCH METHODS AND METHODOLOGIES: THINKING GEOGRAPHICALLY 2009-10

Course convenor Dr Beth Greenhough
Room 101 (office hours on staff notice board)
b.j.greenhough@qmul.ac.uk

Course Tutors

Kavita Datta (KD), Beth Greenhough (BG), Al James (AJ), Jon May (JM), Catherine Nash (CN), Miles Ogborn (MO), Adrian Smith (AS), Martin Sokol (MS), Jane Wills (JW)

Course aims

This course aims to develop an advanced understanding of competing theoretical traditions and epistemologies from across the range of human geographical scholarship. To this end the course aims to: introduce and to discuss key contemporary concepts and debates that underpin geographical research; provide a wide ranging appreciation of the contested nature of geography and geographical thought, both in the past and in the present; and to provide a theoretical and conceptual foundation for undertaking research in geography.

Course outline

The course is based around seminars that focus on influential approaches, perspectives and debates in geography, each involving the close reading of particular texts. Across the two semesters, the seminars introduce aspects of thinking geographically. Semester One focuses on particular traditions and ways of approaching geography; Semester Two looks at historical and contemporary developments and debates within Geography. The subjects covered include critical thinking about place and space, contested histories of geography, and the development of radical traditions within geography including work informed by Marxist, feminist, postcolonial and poststructuralist perspectives. The seminars also look at key debates and controversies within these various strands of contemporary human geography, including recent developments within cultural, economic and political geography. Finally, they consider the nature of geographical work beyond the academy.

This course is designed to be interactive and discussion-based. Tutors will set out the various debates and issues under discussion but students are expected to contribute their own thoughts on the matter on the basis of the reading they have undertaken and from the perspective of their own particular research interests.

Learning outcomes

Knowledge:

By the end of the course, you should be able to:

- demonstrate a clear understanding of key concepts and approaches within human geography
- show an appreciation of the contested and political nature of geographical thought, both in the past and present
- discuss and debate current controversies within the discipline of geography

Skills:

- critical reading skills
- ability to participate and develop arguments in a small group
- ability to initiate and lead group discussions
- written and oral communication
- ability to develop theoretical positions for undertaking geographical research

Teaching and learning methods

The course is taught through seminars that are designed to encourage participation and discussion. These meetings are **fortnightly** through both semesters, with the whole group for up to two hours, in the City Centre seminar room on Thursdays 2-4pm. Each session will be primarily based around the close reading of one or more essays/chapters. The seminars will provide a brief introduction to the subject, to help contextualise the readings, before opening into a wider discussion. You are encouraged to read around the texts under discussion where appropriate (see guidance to relevant reading).

Reading lists for individual seminars are given below along with guidance as to further reading and questions to consider. For some sessions you will be asked to prepare in groups to present materials at the next seminar.

Assessment

As part of the broader *Social Science Research Methods and Methodologies* course, *Thinking Geographically* is assessed by one course essay of no more than 2,500 words. For this essay you are encouraged to identify and develop your own area of interest within the different approaches to human geography, and within different geographical traditions. This will be based on the readings and discussions during the course as well as your own reading around the issues. You should choose from one of the broad fields listed below, and elaborate your own focus within this field.

- i) Critical thinking about place
- ii) Critical thinking about space
- iii) Contested histories of geography
- iv) Marxist geography
- v) Feminist geography
- vi) Poststructuralist perspectives in geography
- vii) 'Cultural turns' in geography
- viii) Postcolonial geography
- ix) Activism and geographical research
- x) Popular geographies

You **MUST** agree a title with Beth Greenhough beforehand. It is possible to develop an alternative subject for the essay based on debates and controversies discussed during the second semester, but to do so you again must see Beth Greenhough and agree a title with her. The essay is worth 30 % of the overall mark for the GEG7113 Social Science Research Methods and Methodologies course.

The essay should draw on a wide range of readings. You will find the general texts for the course useful starting points for gaining a sense of the field and important references. But your essay should also draw on original texts by researchers in the area and not only general summaries.

The essay should be submitted on web CT and handed in to the Department Office between **3pm and 4pm on Monday 26th April 2010**. All coursework must be submitted via Blackboard as the primary submission method. Blackboard offers a secure method of submission of coursework and also provides a record of submission for both the student's and Department's records allowing the date and time of submission to be recorded. The electronic submission record generated by Blackboard will be definitive in the event of any problems arising over missing, late or non-submitted coursework. NB You need to click 'submit coursework' after uploading your word file. If you do not have a receipt of submission you have not submitted your coursework correctly.

The Blackboard submission will be supported by paper submission of coursework. Students are required to submit three identical paper copies of their coursework via a drop-in box located in the foyer in the Geography Department on the deadline for Blackboard submission. See the MA/MSc handbook for further information about Blackboard.

Essays that miss the deadline will not be accepted unless medical or other documentation justifies late submission.

Please consult the coursework submission guide at the end of this handbook for further details on how to submit.

TIMETABLE FOR SEMESTER ONE

8 th October 2009	1. The nature of geographical inquiry (BG)
22 nd October 2009	2. Society and Space (JM)
5 th November 2009	3. Feminist Geographies (KD)
19 th November 2009	4. Marxist Geographies (AS)
3 rd December 2009	5. Postcolonial Geographies (CN)
17 th December 2009	6. Poststructuralist Geographies (MO)

TIMETABLE FOR SEMESTER TWO

21 st January 2010	1. Intra-disciplinary Movements. The cultural turn in economic geography (AJ)
4 th February 2010	2. New Interdisciplinary Directions. Geography/Nature/Science: post-humanism and science studies in geography (BG)
18 th February 2010	3. Trans-disciplinary Moments. The resurgence of political geography post 9/11 (MS)
4 th March 2010	4. Geography Unbound: activism, public geographies and the politics of geographical research (JW)
18 ^h March 2010	5. Individual meetings to discuss essay drafts (BG)

General readings for the course

You will find the following books useful throughout the course. These will help to contextualise the particular approaches and readings that we focus on, and they will also provide useful background introductions, especially for those of you who have not studied geography previously.

These two books are highly recommended as reference texts for the course:

- Johnston, R. J., Gregory, D., Pratt, G. and Watts, M. eds. 2000, *The Dictionary of Human Geography*. Fourth edition. Oxford, Blackwell.
- McDowell, L. and Sharp, J. eds. 1999, *A Feminist Glossary of Human Geography*. London, Arnold.

For excellent introductions to key approaches in human geography, see especially:

- Barnes, T. and Gregory, D. eds. 1997, *Reading Human Geography: the poetics and politics of inquiry*. London: Arnold.
- Blunt, A. and Wills, J. 2000, *Dissident Geographies: an introduction to radical ideas and practice*. London: Prentice Hall.
- Cloke, P., Crang, P. and Goodwin, M. 2004, *Envisioning Human Geographies*. London, Arnold.
- Gregory, D. 1993, *Geographical Imaginations*. Oxford: Blackwell.

You might also find the following fairly introductory textbooks useful:

- Bartley, B., Fuller, D., Hubbard, P., Kitchen, R. 2002, *Thinking Geographically: space, theory and contemporary human geography* London, Continuum.
- Holloway, S., Rice, S. and Valentine, G. eds. 2003, *Key concepts in geography*. London, Sage.
- Hubbard, P., Kitchin, R. and Valentine, G. 2004, *Key thinkers on space and place*. London, Sage.

For a collection of chapters concerned with how theory informs research, see:

- Michael Pryke, Gillian Rose and Sarah Whatmore (eds.) 2003, *Using Social Theory: Thinking Through Research*. London, Sage.

Further general reading might include:

- B. Braun and N. Castree. eds. 1998 *Remaking Reality: Nature at the millennium*. London, Routledge
- Crang, M. and Thrift, N. eds., 2000, *Thinking space*. London, Routledge. Contains chapters on particular thinkers.
- Daniels, S. and Lee, R. eds. 1996, *Exploring human geography: a reader*. London, Arnold.
- Gregory, D. 2004, *The Colonial Present*. Blackwell, Oxford.
- Livingstone, D. 1992, *The geographical tradition: episodes in the history of a contested enterprise*. Oxford, Blackwell.
- Massey, D., Allen, J., and Sarre, P. eds. 1999, *Human geography today*. Cambridge, Polity
- Peet, R. 1998, *Modern geographical thought*. Oxford, Blackwell.
- Rose, G. 1993 *Feminism and Geography: The Limits of Geographical Knowledge* Polity, Cambridge
- Smith, N. 1984 *Uneven Development: Nature, Capital and the Production of Space*. Basil Blackwell, London

SEMESTER ONE

Week 2: 8th October

The nature of geographical inquiry (Beth Greenhough)

This session is divided into two parts. In the first half you will have some time to introduce yourself to the group and discuss the group's backgrounds and interests in the course.

We'll also go through the course itself in more detail, including the structure of the course, how the sessions work, what's expected of you and what you can expect from the course.

In part 2 we'll then turn to reflect more generally on the relationship between geography and social theory. As a **starting point** I'll ask you to **read chapters 1,3 & 4 from Holloway, Rice and Valentine (2003) *Key concepts in geography*** (circulated at the induction session). Chapter 1 explore the history and origins of contemporary geographical thought. Chapters 3 & 4 explore how broader trends in the social sciences and humanities have influenced the ways in which geographers have gone about their work. As you read, think about the following questions:

- 1) How has the way we approach geographical research changed over the last 100 years?
- 2) How does this reflect the influence of different social and philosophical ideas?
- 3) What particular philosophies and theories have influenced geography the most?
- 4) What does it mean (for your research) to adopt one kind of theoretical perspective – one way of thinking geographically – over another?

In addition to the set reading, you may find the following texts helpful:

- Barnes, T. and Gregory, D. eds. 1997, *Reading Human Geography: the poetics and politics of inquiry*. London: Arnold.
- Blunt, A. and Wills, J. 2000, *Dissident Geographies: an introduction to radical ideas and practice*. London: Prentice Hall.
- Cloke, P., Crang, P. and Goodwin, M. 2004, *Envisioning Human Geographies*. London, Arnold.
- Daniels, S. and Lee, R. eds. 1996, *Exploring human geography: a reader*. London, Arnold.
- Gregory, D. 1993, *Geographical Imaginations*. Oxford: Blackwell.
- Holloway, S., Rice, S. and Valentine, G. eds. 2003, *Key concepts in geography*. London, Sage.
- Hubbard, P., Kitchin, R. and Valentine, G. 2004, *Key thinkers on space and place*. London, Sage.
- Michael Pryke, Gillian Rose and Sarah Whatmore (eds.) 2003, *Using Social Theory: Thinking Through Research*. London, Sage.

Week 4: 22nd October 2009
Society and Space (Jon May)

The concept of 'space' lies at the heart of human geography. As such, a basic understanding of what space 'is' should perhaps be obvious to human geographers and provide a springboard from which we can begin to explore the latest geographical thinking. Of course, precisely because it is so important a concept, things are not so straightforward. The ways in which we think about space both reflect and shape the ways in which we think about the world around us, and the type of geography we do. To thoroughly engage with the vast and complex geographical literature on space would be difficult even were an entire course to be dedicated to the subject. To do so in a single session is impossible. Instead, the aim here is to ensure that you have at least a basic grasp of the different formulations of space (and more especially, the relationships between society and space) with which human geographers have worked in the hope that this will provide a framework for your thinking around other concepts explored on the course.

The session will revolve around a discussion of three contrasting attempts to conceptualise space and socio-spatial relations. In the first of these, spatial arrangements are understood as a reflection of social processes: that is, space is the (dead) field on which (dynamic) social processes take form and from which such processes can be read. In the second (what Gregory refers to as the 'spatialization of social analysis') spatial formations themselves are understood as shaping social categories and processes. That is, society and space exist in dynamic inter-relationship – Soja's famous 'socio-spatial dialectic'. In the third, attention is more obviously focused on the 'production of space' itself – that is, with different 'forms' of space, and in particular with the ways in which particular conceptualisations of space come in to being, are enacted through material practices, and shape social life. The differences between these conceptualisations are not always as stark as may first appear and there are clear overlaps between the last two in particular.

To prepare for the session read the core reading, and at least one of each of the supplementary readings from the three fields set out below. As you read, think about the following questions:

- What are the limits of 'space as reflection of society'? In what sense are the ways in which such an approach conceptualises social categories and social processes, as well as space, problematic? In what sense is such an approach still useful?
- In what sense does space/spatial arrangements shape social processes and material outcomes (bring examples)? In what sense does it also shape social identities (bring examples)? What are the limits of the socio-spatial dialectic?
- What does Gregory mean when he refers to early work in Geography working with a notion of 'absolute space'? What does he mean by 'relative space' and 'relational space'?
- How convinced are you by Lefebvre's 'historico-geography' of space? To what extent can distinctive periods and distinctive modes of production be tied to distinctive constructions of space? To what extent is everyday life in the contemporary west lived within 'abstract space'? What (other) kinds of 'productive forces'/what other kinds of spaces does such a concept ignore?

Core Reading:

Gregory, D. (2000) 'Space, human geography of', in Johnston, R.J. et al (eds) *The Dictionary of Human Geography*. Oxford, Blackwell, pp. 767-773

Gregory, D. (2000) 'Production of space', in Johnston, R.J. et al (eds) *The Dictionary of Human Geography*. Oxford, Blackwell, pp. 644-647

Smith, S.J. (2005) 'Society-Space', in Cloke, P., Crang, P. and Goodwin, M. (eds) *Introducing Human Geographies*. London, Arnold. Pp18-33.

Space as reflection of social process

Park, R. (1926) 'The urban community as a spatial pattern and a moral order', in Burgess, E.W. (ed) *The Urban Community*. Chicago, Illinois: University of Chicago Press, pp.3-18

Peach, C. (ed) (1975) *Urban Social Segregation*. Longman, London.

The socialisation of spatial theory and the spatialisation of social theory

Theory:

Shields, R. (1990) *Places on the Margin: alternative geographies of modernity*. London, Routledge. Chapters 1 and 2.

Soja, E. (1985) 'The spatiality of social life: towards a transformative retheorization' in Gregory, D. and Urry, S. (eds) *Social Relations and Spatial Structures*. London, Macmillan. Chapter 6. See also Chapter 1.

Examples:

Burgess, J. (1985) 'News from nowhere: the press, the riots and the myth of the inner city', in Burgess, J. & Gold, J. (eds) *Geography, the Media and Popular Culture*. London, Croom Helm.

Cloke, P. J., Milbourne, P. and Widdowfield, R.C. (2000) 'Rural Homelessness: out of place in purified space', *Environment and Planning D: Society and Space* 18: pp. 715-735.

Fieldhouse, E. (1999) 'Ethnic minority unemployment and spatial mismatch: the case of London', *Urban Studies* 36 (9): 1569-1596

Kinsman, P. 1995 *Landscape, Race and National Identity: the Photography of Ingrid Pollard*, *Area*, 27 (4), pp.300-310.

Pratt, G. & Hanson, S. (1988) 'Gender, class and space', *Environment and Planning D: Society and Space* 6: 15-35 (Reproduced in Hamnett, C. (ed) *Social Geography: a reader*. London, Arnold).

Robinson, V. (1989) 'Economic restructuring, the urban crisis and Britain's black population.' in D.T. Herbert and D.M. Smith (Eds) *Social Problems and the City: New Perspectives*. Oxford, OUP. pp247-270.

The Production of Space

Cosgrove, D. (1984) 'Prospect, perspective and the evolution of the landscape idea', *Transactions of the Institute of British Geographers* 10: 45-62

Crang, M. and Thrift, N. (eds) (2000) *Thinking Space*. London, Routledge. See especially the Introduction and Chapter 8.

Lefebvre, H. (1991) *The Production of Space*. Oxford, Blackwell.

Rose, G. (1993) *Feminism and Geography: the limits to geographical knowledge*. Cambridge, Polity Press. See esp 'Looking at landscape' (a critique of Cosgrove).

Smith, N. (1984) *Uneven Development: nature, capital, and the production of space*. Oxford, Blackwell. Pp69-90

Week 6: 30th October
Feminist Geographies (Kavita Datta)

In this session we will consider the contribution of feminist geography to both human geography in general and to specific subdisciplinary areas. We will explore the themes driving feminist geography over time and its enduring concern for the 'everyday' in grounding the construction of knowledge. There is a vast feminist geography literature, but the books by Gillian Rose, Doreen Massey and Linda McDowell are three influential volumes that represent key concerns in feminist geography - from different foci. For the session I suggest you familiarise yourselves with the key arguments put forward in these books by reading at least the introductory chapter of each. Chapters 1, 2 and 4 in *A Companion to Feminist Geography* and Chapter 4 in *Approaches to Human Geography* also provide overviews of key contemporary concerns in feminist geography. A photocopy of each of these chapters is under the pigeonholes in the departmental office - please copy and return promptly

I would also like you to look up Volume 10, Nos, 2, 3 and 4 of the journal *Gender, Place and Culture* where you will find sections assessing the contribution and relationship of feminist geography to subdisciplinary areas over the last decade (under the section titles A Decade of Feminist Geographies and A Decade On). Please choose the article that addresses most closely your own subdisciplinary concerns or interests. The session is intended to be exploratory, but I would like to bring some focus through discussion on the conceptualisation of gender and its shifts, and how a focus on qualitative methodology and women's experiences has been formative in carving out theoretical terrains at the heart of feminist geography.

Further excellent sources for following trends in feminist geography are the progress reports in *Progress in Human Geography* on feminist geography and geography and gender. See below for these and further reading references for overviews and specific foci within feminist geography.

Key books in feminist geography:

Rose, Gillian (1993) *Feminism & Geography*. Minneapolis, University of Minnesota Press
Massey, Doreen (1994) *Space, Place, and Gender*. Minneapolis, University of Minnesota Press
McDowell, Linda (1999) *Gender, Identity & Place: Understanding Feminist Geographies*. London, Polity

Progress in Human Geography reports:

McDowell, L. (1992) Space, place and gender relations: part 1. *Progress in Human Geography*, 17: 157-179
McDowell, L. (1992) Space, place and gender relations: part 2. *Progress in Human Geography*, 17: 305-318
Longhurst, R. (1997) (Dis)embodied geographies. *Progress in Human Geography*, 21: 486-501
Domosh, M. (1999) Sexing feminist geography. *Progress in Human Geography*, 23(3): 429-437
Longhurst, R. (2001) Geography and gender: Looking back, looking forward. *Progress in Human Geography*, 25 (4): 641-648
Longhurst, R. (2002) Geography and gender: A 'critical' time? *Progress in Human Geography*, 26(4): 544-552
Gender, Place and Culture Vol 10, Nos. 2, 3 & 4

Other Useful References:

Blunt, A. and Wills, J. (2000) *Dissident Geographies: An Introduction to Radical Ideas and Practice*. Prentice Hall. Chapter 3
Anderson, K., Domosh, M., Pile, S. and Thrift, N. (2003) (eds) *Handbook of Cultural Geography*. London, Sage. Chapters 17,21,25.

- Dixon, D.P., and Jones III, J.P. (2006) Feminist geographies of difference, relation, and construction. In S.Aitken and G. Valentine (eds) *Approaches to Human Geography*. Sage, pp 42-56
- Laurie, N., Dwyer, C., Holloway, S.L. and Smith, F.M. (1999) *Geographies of New Femininities*. Longman
- Nelson, L. and Seager, J. (2005) *A Companion to Feminist Geography*. Blackwell Publishing. This includes 39 chapters on feminist geography in general and the specific topic areas of work, city, body, environment and state/nation.
- Pratt, G. (2004) *Working Feminism*. Temple University Press

Week 8: 19th November 2009
Marxist Geographies (Adrian Smith)

In this session we will explore the emergence, development and role of Marxian approaches in human geography. In particular, we will focus on the influential role of David Harvey's writing in the establishment of Marxist geography as central to the way in which human geographies are thought, researched and practiced.

For the session, it would be helpful to read the following:

Harvey David, 2000, *Spaces of Hope* (Edinburgh, Edinburgh University Press), pages 3-94, i.e. chapters 1-5.

Further background may be found in:

Blunt, A. and Wills, J. 2000, *Dissident Geographies: An Introduction to Radical Ideas and Practice*. Prentice Hall. Chapter 2.

Castree, Noel and Gregory, Derek (eds) 2006, *David Harvey: A Critical Reader*. Oxford, Blackwell.

Cloke, P., Philo, C. and Sadler, D. 1991, *Approaching Human Geography: An Introduction to Contemporary Theoretical Debates*, London, Paul Chapman. Chapter 2.

Harvey, David, 1982, *The Limits to Capital* Blackwell: Oxford chapters 12 and 13

Merrifield, Andy 2002, *Metromarxism: A Marxist Tale of the City*. New York, Routledge. See chapters on Marx and Harvey.

Smith, Neil 2000, 'Marxist geography'. In R.J. Johnston et al (eds.) *The Dictionary of Human Geography*, Oxford, Blackwell. See also related entries.

A recent and excellent on-line video course of Harvey's teaching of *Capital* can be found at:
<http://davidharvey.org/>



Week 10: 3rd December 2009
Postcolonial Geographies (Catherine Nash)

Since the 1980s and 1990s there has been increasing interest in perspectives in geography that are postcolonial in the sense of being critical of the effects of European and other colonialisms in both the past and present. As such they are anti-colonial, seeking to resist colonialism and colonial representations of the world, and investigating critically colonial forms of power and knowledge as well as the discipline of geography's own complicity in processes of colonisation. Postcolonialism more generally had its roots in cultural and literary studies, and particularly influential contributions have included those by Edward Said and his critique of *Orientalism* (1978). In a related vein, much work in human geography has studied critically colonial discourses where attention has focused on both the exercise of power and also its resistance by colonised peoples. But postcolonial geographies are not limited to the investigation of historical texts and they include sharply political attempts to decolonise geography where that is understood as "a multifaceted task, reflecting the need to reassess the history of geography; to challenge ethnocentric tendencies in geography today; to reveal the geographical underpinnings of colonial power and knowledge; to resist these geographies of colonialism and colonial knowledge; and to write postcolonial geographies that focus on people and places that have been marginalised in colonial and neo-colonial representations of the world" (Blunt and Wills, 2000, p. 168).

Please read one of the key general readings below if you have not done so before, to give you a review of the main themes and approaches that have been associated with postcolonial perspectives in geography. This will help with situating the readings and themes that we will be focusing on. The entries by Derek Gregory in the fourth edition of *The Dictionary of Human Geography* (2000) and by Jennifer Robinson in *A Feminist Glossary of Human Geography* (1999) will also be helpful.

Please then read the two chapters below which will be the focus of our discussion.

Haydie Gooder and Jane M. Jacobs 2002, 'Belonging and non-belonging: the apology in a reconciling nation'. In Alison Blunt and Cheryl McEwan, editors, *Postcolonial Geographies* (London, Continuum), pp. 200-13.

Jane M. Jacobs, 1996, *Edge of Empire: Postcolonialism and the City*. Routledge. Chapter 6 pp. 132-156

Key general reading on postcolonial geographies:

Blunt, A. and Wills, J. 2000, *Dissident Geographies: An Introduction to Radical Ideas and Practice*. Prentice Hall. Chapter on 'Decolonizing geographies: postcolonial perspectives'.

Blunt, A. and McEwan, C. eds. 2002, *Postcolonial geographies*. Continuum. Introduction

Clayton, D. 2002, 'Critical imperial and colonial geographies.' In K. Anderson et al. *Handbook of Cultural Geography*. Sage.

Jacobs, Jane M. 1996, *Edge of Empire: Postcolonialism and the City*. Routledge. Introduction

Nash, C. 2002, Cultural geography: postcolonial cultural geographies. *Progress in Human Geography* 26: 219-30.

Further useful introductions and overviews include:

King, A. D. 1999, (Post) colonial geographies: material and symbolic. *Historical Geography* 27: 99-118.

Young, R. 2001, *Postcolonialism: an historical introduction*. Blackwell.

Young, R. 2003, *Postcolonialism: a very short introduction*. Oxford University Press.

Significant texts within geography include:

Barnett, C. 1997, Sing along with the common people: politics, postcolonialism and other figures. *Environment and Planning D: Society and Space* 15: 137-54.

Driver, F. 2001, *Geography Militant: Cultures and Exploration and Empire*. Blackwell.

Godlewska, A. and Smith, N. eds. 1994, *Geography and Empire*. Blackwell. See introduction and chapter by Jonathan Crush.

Gregory, D. 1995, Imaginative geographies. *Progress in Human Geography* 19: 447-85. (Engages closely with the work of Edward Said).

Gregory, D. 2004, *The Colonial Present*. Oxford, Blackwell.



Week 12: 17th December
Poststructuralist Geographies (MO)

Post-structuralism and post-modernism are hard to define, as they relate to Geography and to everything else. They refer to strands of thought primarily associated with a range of theorists working in France from the 1960s and 1970s onwards: theorists such as Michel Foucault, Jacques Derrida, Julia Kristeva, Helene Cixous, Jean-Francois Lyotard and Jean Baudrillard. What they offer is a development of and challenge to broadly “structuralist” ways of thinking which either (in their linguistic variant) fixed meaning into set patterns that determined the way the world worked, or (in their Marxist variant) argued that the workings of the world were determined by the “deep structures” of the economy. Instead of this poststructuralists assert the social construction of everything: meaning is not fixed, meanings are continually made in context by a whole series of meaning making acts (linguistic, performative, embodied etc). They also assert that power relations are not fixed into inevitable patterns determined by “depth models” – i.e. it is really class or gender working ‘beneath the surface’ that make things as they are – but are also continually made and remade by language, performance and heterogenous relations. At the heart of this, therefore, is a broadly linguistic understanding of the world: we act creatively to create the world through language. This has all sorts of benefits in making us radically question the way things work. Every certainty is up for question; everything can be “deconstructed”; everything can be remade. We have to continually look at the world anew to understand why it is the way it is. We cannot take anything for granted. But, this also brings with it many uncertainties: is there any truth? What sorts of knowledge can we rely upon? What sorts of judgments can we make? Can we ever escape relationships of power? Where is the world going? As a result of this there has been a strong reaction against these forms of thought – from both ‘left’ and ‘right’ – which questions their questioning of everything.

This session addresses the question of how far these approaches have transformed human geography, and in what ways that is a good or bad thing.

You should read both:

Jonathan Murdoch (2005) *Post-Structuralist Geography: A Guide to Relational Space* (Sage, London) Chapter 1: Post-structuralism and relational space.

Marcus Doel (2004) ‘Poststructuralist geographies: the essential selection,’ in Paul Cloke, Phil Crang and Mark Goodwin (eds) *Envisioning Human Geographies* (Edward Arnold: London) 146-171.

These papers, in their different ways, present arguments for ‘poststructuralist geography’. You should think about their similarities and differences, but more broadly you should think about the following questions:

How far do you agree with Jonathan Murdoch that ‘Human geography, like all social science disciplines, has been profoundly affected by post-structuralist theory’ (p1)?

- how far do you think in this way? i.e. what are the elements of post-structuralist theory that have had an impact on the way in which you work?

How far do you agree with Marcus Doel (quoting the novelist Paul Auster) that “you must encounter each thing as if you have never known it before. No matter how many times, it must always be the first time” (p. 151)?

- how far are you prepared to go along with post-structuralist theory? i.e. what do you make of Doel’s radical version of post-structuralism, and how does it relate to the way that you think about the world?

SEMESTER TWO

Week 2: 21st January 2010

Intra-disciplinary Movements. The cultural turn in economic geography

Al James

In this session we will explore the emergence, development and role of the 'New Cultural Economic Geography', an important subfield within the discipline in which long-standing notions of what constitutes 'the economic' in economic geography have been respecified, broadened and unpacked based on a recognition of the mutual constitution of 'culture' and 'economy'. Debate and discussion will be structured around four key areas: (i) the origins and drivers of this multi-stranded 'cultural turn'; (ii) espoused advantages of this new sub-disciplinary movement in terms of a more vibrant and exciting sub-discipline that recruits and engages students much more than previous economic geography traditions; (iii) emerging critiques of cultural economic geography in relation to its apparent lack of 'rigour' and 'relevance'; and (iv) the practical challenges of doing geographical research as a junior scholar.

To participate in the session, you will need to have read three core papers:

Amin, A. and Thrift, N., 2000. What kind of economic theory for what kind of economic geography?, *Antipode*, **32 (1)**, 4-9.

Martin, R. and Sunley, P., 2001. Rethinking the 'Economic' in Economic Geography: Broadening Our Vision or Losing Our Focus?, *Antipode*, **33 (2)**, 148-161.

James, A., 2006. Critical Moments in the Production of 'Rigorous' and 'Relevant' Cultural Economic Geographies. *Progress in Human Geography* **30(3)**: 1-20.

If you are particularly keen, it would also be useful to dip into some of the following:

Gibson, C. and Kong, L., 2005. Cultural Economy: A Critical Review, *Progress in Human Geography* **29(5)**: 541-561.

Markusen, A., 1999. Fuzzy concepts, scanty evidence, policy distance: The case for rigour and policy relevance in critical regional studies, *Regional Studies*, **33.9**, 869-884.

Regional Studies, 2003. Fuzzy concepts, scanty evidence, policy distance? Debating Ann Markusen's assessment of critical regional studies, *Regional Studies*, **36 (6&7)**, pp. 699-751. The papers by Peck and Hudson are particularly good.



Week 4: 4th February 2010

New Interdisciplinary Directions. Geography/Nature/Science: post-humanism and science studies in geography (BG)

Recent work in the area of Science Studies has provided some interesting challenges and opportunities for geographers. On the one hand, work on the history and sociology of scientific knowledge (SSK) has provided a basis for reflecting critically on Geography's own scientific enterprises, and in particular the relationship between an emerging discipline of Geography and the Enlightenment period (early 17th to late 18th century) of European history. This work has sought to show that while the sciences may appear to offer a 'view from nowhere' (Shapin 1998) by unveiling universal facts or truths about the natural world, in actuality scientific knowledges are the product of historically and socially situated practices. On the other hand, inspired by work in Science and Technology Studies (STS) and biophilosophy, geographers working in areas such as agriculture, environmental issues and medicine have begun re-think the separation of the discipline into the study of 'society and space' and of 'earth surface processes and landforms', or more broadly into studies of society and studies of nature. Geographers such as Sarah Whatmore (1999) and David Demeritt (1996) have argued that Science Studies and biophilosophy provide some useful resources for analysing and interpreting issues which blur the boundaries between 'nature' and 'society', such as the genetic modification of plants and animals, global warming and new medical technologies.

For this seminar, I'd like you to read and think about some of the work done from both these interdisciplinary directions.

Key Readings:

Shapin, S. (1998). "Placing the view from nowhere: historical and sociological problems in the location of science." *Transactions of the Institute of British Geographers* 23: 5-12.

Whatmore, S. and L. Thorne (2000). "Elephants on the move: spatial formations of wildlife exchange." *Environment and Planning D: Society and Space* 18(2): 185-203.

Questions for discussion:

- 1) What do you think are the key contributions Science Studies has made/could make to:
 - a) our understanding of the history Geography as a discipline;
 - b) the way we think about 'nature' and 'society'?
- 2) What are the differences and similarities (methodologically and conceptually) between the two approaches outlined above?
- 3) What might be the implications of following one of these approaches, rather than the other?
- 4) What are the links between these approaches and other approaches you have studied during this course, for example Marxist or post-structuralist approaches?

Other Readings:

On Geography and the History of Science:

- Braun, B. (1997) 'Buried Epistemologies: The Politics of Nature in (Post)colonial British Columbia' *Annals of the Association of American Geographers* 87 (1) 3-31
- Driver, F. (2001) *Geography Militant: Cultures of Exploration and Empire* (Blackwell, Oxford) (Chapter 1)
- Livingstone, D. N. and Withers, C. W. J. (1999) *Geography and Enlightenment* (University of Chicago Press, Chicago and London)
- Livingstone, D. (1991) 'The moral discourse on climate: historical considerations on race, place and virtue' *Journal of Historical Geography* 17: 413-434

On rethinking nature-society relations in Geography:

- Braun, B. and Castree, N. (1998) *Remaking Reality: Nature at the millennium*. (London, Routledge)
- Castree, N. (2005) *Nature* (Abingdon, Routledge)
- Demeritt, D. (1996) 'Social Theory and the Reconstruction of Science and Geography'. *Transactions of the Institute of British Geographers* 2: 484-503.
- Hinchliffe, S. (2007) *Geographies of Nature: societies, environments, ecologies* (London, Sage)
- Whatmore, S. (1999). "Geography's place in the life-science era?" *Transactions of the Institute of British Geographers* 24: 259-260.
- Whatmore, S. (2002) *Hybrid Geographies: natures, cultures, spaces* (London, Sage)

See also papers in the special virtual issue of *Transactions of the Institute of British Geographers* on Geographies of Knowledge, available at:
<http://www.rgs.org/OurWork/Publications/Academic/TIBG+Virtual+Issues/TIBG+-+The+Geographies+of+Knowledge+Virtual+Issue.htm>



Week 6: 12th February

Trans-disciplinary Moments. The resurgence of political geography post 9/11 (SRH)

This session deals with the question of how Geography as an academic discipline has responded to the politics of the post-9/11 world. I would like you to read two pieces and we will address the question of what their response is – in terms of content, but also approach – to understanding contemporary concerns. You should think about:

- i. How do they express their political commitments?
- ii. What role do they give geography in explaining current political issues?
- iii. How do they use theory?
- iv. What are the characteristics of the ‘political geography’ that they produce? How does it differ from other forms of political geography?
- v. Is all geography now political geography?

Reading:

Derek Gregory (2006) ‘The death of the civilian,’ *Environment and Planning D: Society & Space*, 24(5) pp. 633-638 [Can be downloaded from usual e-journal sources or Derek Gregory’s website: web.mac.com/derekgregory/iWeb/Site/Welcome.html]

Matthew Sparke (2004) ‘Political geography: political geographies of globalization (1) – dominance,’ *Progress in Human Geography*, 28(6) pp. 777-194 [Can be downloaded from usual e-journal sources or Matt Sparke’s website: <http://faculty.washington.edu/sparke>]

Week 8: 4th March 2010

Geography Unbound: activism, public geographies and the politics of geographical research (JW)

This session will discuss the relationship between academic research and scholarship and the world outside the academy. It will be about efforts to secure wider audiences for our work and the implications that this has for research practice and scholarship.

To start, we will focus on the impact new thinking during the 1960s and its legacy in the discipline. Here the session will focus on the establishment of *Antipode: a radical journal of Geography*.

We will then turn to the ways in which this 'radical urge' developed during the 1980s and 1990s and the anguish that developed about the necessity, or otherwise, of activism.

In many ways, this same debate has surfaced in Sociology with Michael Burawoy's call for Public Sociology. It is also present in the move to use action research as part of the armoury of research techniques.

In Geography there have been important debates about the extent to which critical geography remains radical; about the need to engage in public policy debate; about the role of pedagogy in radical scholarship (in the context of changing university culture); and about the future of 'left' scholarship in the discipline. Recently, geographers have called for the development of 'Public Geographies.'

The following reading is organised to reflect this chronology and debate and we will try and talk about these issues in their historical context.

Please read some of the material and come along prepared to discuss the following questions:

1. What is academic research for?
2. What is the connection between personal politics and academic research?
3. What's the role of ideas in changing the world?
4. To what extent does the academic labour process, and the context of the University, make a difference to research?
5. What are public geographies?
6. Does Geography have a special contribution to make?
7. What is the politics of your research?

Amin, A. and Thrift, N. (2005) What's left? Just the future. *Antipode*, 37, 220-238.

Blomley, N. (1994) Activism and the academy. *E&PD: Society and Space*, 12, 383-85.

Blomley, N. (1995) Reply to Tickell. *E&PD: Society and Space*, 13, 239-40.

Blomley, N. (2006) Uncritical critical geography? *Progress in Human Geography*, 30, 87-94.

Blomley, N. (2007) Critical geography: anger and hope. *Progress in Human Geography*, 31, 53-65.

Burawoy, M. (2004) American Sociological Association Presidential address: For public sociology. *The British Journal of Sociology*, 56, 259-94.

Castree, N. (1999) 'Out there'? 'In here'? Domesticating critical geography. *Area*, 31, 81-6.

Castree, N. (2000) Professionalisation, activism, and the university: Whither 'critical geography'? *E&PA*, 32, 955-70.

Dorling, D. and Shaw, M. (2002) Geographies of the agenda: public policy, the discipline and its (re)turns. *Progress in Human Geography*, 26, 629-646.

Hague, E. (2002) Anipode, Inc.? *Antipode*, 34, 655-661.

Kitchen, R. and Hubbard, P.J. (1999) Research, action and 'critical' geographies. *Area*, 31, 195-198.

- Martin, R.L.** (2001) Geography and public policy: the case of the missing agenda. *Progress in Human Geography*, 25, 189-209.
- Massey, D.** (2000) Practising political relevance. *Transactions of the Institute of British Geographers*, 25, 131-33.
- Massey, D.** (2001) Geography and the agenda. *Progress in Human Geography*, 25, 5-17.
- Merrifield, A** (1995) Situated knowledge through exploration: Reflections on Bunge's Geographical Expeditions. *Antipode*, 27: 49-70.
- Murphy, A.** (2006) enhancing Geography's role in public debate. *Annals of the Association of American Geographers*, 96, 1-13.
- Peck, J.** (1999) Grey geography? *Transactions of the Institute of British Geography*, 24, 131-135.
- Peck, J. and Wills, J.** (2002) Progress or retreat? Antipode and the radical geographical project. *Antipode*, 34, 667-71.
- Pollard, J., Henry, N., Bryson, J. and Daniels, P.** (2000) Shades of grey? Geographers and policy. *Transactions of the Institute of British Geographers*, 25, 243-248.
- Reason, P. and Bradbury, H.** (2000) *Handbook of Action Research*. London: Sage.
- Smith, N.** (2005) Neo-critical geography: Or, the flat pluralist world of business class. *Antipode*, 37, 887-899.
- Tickell, A.** (1995) Reflections of 'activism and the academy'. *EPD: Society and Space*, 13, 235-7.
- Ward, K. (2005)** Geography and public policy: a recent history of 'policy relevance' *Progress in Human Geography*, 29, 310-19.
- Ward, K.** (2007) Geography and public policy: towards public geographies. *Geoforum* (Forthcoming).
- Ward, K.** (2007) Still missing in (in) action: geography, geographers and 'public intellectuals' *Progress in Human Geography* (Forthcoming).
- Waterstone, M.** (2002) A radical journal of geography or a journal of radical geography? *Antipode*, 34, 662-666.

There are a group of staff and postgrads developing 'public geographies' at Birmingham University – and they have a website you can look at – <http://www.gees.bham.ac.uk/research/pgwg/>

The City Centre: Researching city lives and connections here at QM is another effort to foster research collaborations and explore new ways of communicating - check out the website at <http://www.geog.qmul.ac.uk/citycentre/>

Week 10: 18th March 2010

Individual meetings to discuss essay drafts (Beth Greenhough)

Feedback is important, and it can be very helpful to discuss a draft of your essay before writing the final version. This is your opportunity to bring (or ideally send in advance) a draft of your Thinking Geographically essay and to discuss it with the course convenor.

Please arrange a time with Beth for a meeting this week, and either bring (or ideally email in advance) a draft of your Thinking Geographically essay.

Insert submission guidelines HERE