

# 國立彰化師範大學 101 學年度博士班招生考試試題

系所： 地理學系

科目： 地理學論著評讀

☆☆請在答案卷上作答☆☆

第 1 頁，共 3 頁

Please answer the following 3 questions in English or Chinese.

## 1. Read the following passage and answer the questions that follow: (40%)

### Are *Homo economicus* and *Homo Geographicus* two different species?

In an interesting paper on the (non-)debate between economists and geographers from an anthropological angle, Duranton and Rodriguez-Posé (2005) ask the question as to whether *Homo economicus* and *Homo geographicus* are really that different. Their conclusion is that there are considerable differences in terms of both style and content, but that, nevertheless, a (renewed) debate between geographical economists and economic geographers might be beneficial for all parties concerned. Duranton (a geographical economist) and Rodriguez-Posé (an economic geographer) note the following barriers to a more fruitful communication.

- (Geographical) economists and (economic) geographers ignore each other's publications.
- Economists and geographers do not go to the same conferences, and when they do there is a culture shock with respect to presentation and discussion style.
- The research methods often differ so markedly that communication becomes rather difficult.
- There is in many cases an unwillingness to take each other's work seriously.

These are not minor obstacles, to say the least. Duranton and Rodriguez-Posé see a number of ways for a debate to be (re-)launched, however. In their view, a key word here is *compromise*. Only if both “parties” are willing to compromise (more) on what constitutes acceptable research and on the use of concepts (more or less fixed in economics and changeable and rather fluid in geography) will such a debate be feasible. Duranton and Rodriguez-Posé (2005: 1704-5) conclude their analysis by stating that, “despite their differences in methods, terminology, and organization, geographical economists and economic geographers...share a common genetic code that makes them more similar to one another than each species is willing to admit. They can try to grow apart, but their instinct always brings them back to their original shared set of research questions and interests.”

[Source: Brakman, S., Garretsen, H. and van Marrewijk, C. (2009) The New Introduction to Geographical Economics, Cambridge University Press, Cambridge, UK.]

- (1) Why do the authors have the idea that the use of concepts is more or less fixed in economics and changeable and rather fluid in geography?
- (2) What, to your knowledge, do the authors mean by “geographical economists and economic geographers share a common genetic code”?

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第 2 頁，共 3 頁

## 2. Please read the following paragraph and give your comments. (30%)

When conducting integrative research, it is necessary to understand the meaning of disciplines and their boundaries (Klein 1990, Lattuca 2001, Winder 2003) and to critically reflect on their current state and direction (Klein 2004). Disciplines are not static and are increasingly evolving into subdisciplines with their own language and identity. New disciplines appear and old ones disappear, reflecting developments in knowledge cultures and academic institutions. From an epistemological perspective, some boundaries are harder to cross than others (Tress et al. 2005b). Integrating humanities and natural science perspectives is especially challenging. For many agricultural research projects, combining economic and ecological perspectives has been difficult, with areas of disagreement related to underlying model assumptions, timescales and what should and should not be taken into account. When undertaking integrative landscape research, such boundaries have to be identified and their nature understood before significant degrees of integration are possible. Disciplines that are most frequently involved in integrative landscape research include ecology, landscape ecology, landscape planning, biology, and humangeography. Many of these disciplines were considered as subdisciplines or umbrella disciplines before, but are now independent disciplines represented at university departments and were as such included into our survey.

Integration requires special efforts to bridge academic disciplines and create new knowledge. Most often what we achieve with large projects that span several disciplines and institutes is multidisciplinary research. We are convinced that for many research purposes and for meeting the demands of funding bodies, it can often be the most appropriate research mode. Funding bodies have informed us that they see the process of forcing researchers from different fields to communicate with each other as the main goal of large-scale projects, not necessarily the more difficult task of integrating disciplinary knowledge. They believe that steering researchers to work together, in the same study area or through studying the same problem, will result in formal and informal interactions that will make valuable contributions to solving land-use management problems. Yet, any attempt at achieving a higher degree of integration of disciplines is considered as an add-on benefit that might lead to a new way of solving existing problems. (*Key Topics in Landscape Ecology*, 2007, Edited by Jianguo Wu, p.253~254)

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第 3 頁，共 3 頁

### **3. Try to translate the essay and comment on it to show the points toward the effect of fragmentation and centrifugal change in Geography. (30%)**

Contemporary academic disciplines are necessarily fragmented into specialist sub-disciplines and fields: without it, scientific progress would be substantially hindered. Fragmentation can create problems, however, since it can readily stimulate centrifugal forces that are much stronger than any countering centripetal forces. Individual academics- in our case, geographers-are draw to work in small communities, many of which are relatively isolated from other communities within their discipline, and indeed many have more contacts without than within their parent discipline. When this happens, disciplinary cohesion declines. Individuals identify with it because it was the focus of their training and provides them with a career, but their scholarly interests mean they have more in common with people having other identifications than with members of their own discipline as defined in the academic division of labour.

[Source: Castree, N., Rogers, A, and Sherman, D. eds. (2005) Questioning Geography, UK: Blackwell]