

SYLLABUS GEOG 3600

Space, Power and Political Geography

Spring 2022 (full term)

3 credit hours

In person

Time: Mondays, Wednesdays, Fridays 11:30am-12:25pm

Location: Hitchcock Hall 035



COURSE OVERVIEW

Instructor

Name: Professor Mat Coleman, <https://u.osu.edu/coleman.373/>

Email: coleman.373@osu.edu

Office location: 1156 Derby Hall

Office hours:

- Mondays, 1-4 pm (3 hours weekly)
- Office hours are not individualized; you can expect multiple visitors during office hours, and a collective, group-style discussion. If you want to speak about a grade issue or something personal, please arrange an alternate time to meet

Preferred means of communication:

- My preferred method of communication for questions is office hours. I can also answer questions by email, but please don't send me essay-like questions over email. Come to office hours with the longer, more difficult questions.
- My class-wide communications will be sent via email. I will also post announcements on Carmen.

Teaching Assistant

Name: Sher Ali Khan, <https://geography.osu.edu/people/khan.969>

Email: khan.969@osu.edu

Office location: 1145 Derby Hall

Office hours: Mondays, 1-3pm; Wednesdays 1-2pm (3 hours weekly)

Prerequisites

There are no prerequisites for this class. You are free to take this class as a GE without ever having taken a Geography class beforehand. Indeed, many students who take this class do not have a background in Geography.

However, because this class is routinely taken by students in the Urban, Regional and Global Studies (<https://geography.osu.edu/undergrad/majors/urg>) and Environment and Society specializations in my department, in fulfillment of the Geography B.A., we will be making use of geographical concepts, theories, and methodologies, and we will be engaging debates in the discipline. For the uninitiated, don't fret; you will get there!

If you are interested in taking more classes in Geography, come and see me. I can point you in the right direction.

Course description

Political geography is a subfield within human geography that examines the connection between politics and geography. A strict definition of political geography is difficult due to the diversity of ways in which political geographers approach their subdiscipline. However, studying the **spatial dimensions of power** is core to most political geography-based research.

In this class, we will focus specifically on how political geographers have tried to make sense of the intimate link between space and power; or, the ways that power relationships are at once spatial relationships, and vice versa. We will emphasize the diversity of ways in which political geographers approach this task, focusing in particular on theoretical and methodological shifts, changes in methods, and broader social, political, cultural, and environmental changes which have shaped political geography research. Our focus will mostly be on **power and the control of space**, and as such our discussions will be centered on core concepts such as **space, place, territory, region, and scale**.

While the earlier lectures focus on the history of political geography, the second half of the class zeroes in on contemporary debates in political geography.

Course learning outcomes

By the end of this course, students should successfully be able to:

- **Describe the connection between space and society through a variety of real-world case studies and examples centered on the politics of race, class, gender, sexuality, nationality, and citizenship** (Geography Program Goals A.1.a; A.1.c; A.1.d; A.1.e);
- **Critically evaluate different theoretical and methodological approaches to understanding space and power, each situated in specific spatial and temporal contexts** (Geography Program Goals A.2.a; A.2.b; A.2.c);
- **Communicate complex ideas about the relationship between space and power in their own words, and with a public non-academic audience in mind** (Geography Program Goals C.1.c; C.1.d; C.1.h.; C.1.i; C.1.j);
- **Work in teams effectively** (Geography Program Goals C.2.a; C.2.b; C.2.c; C.2.d); and
- **Critically engage real-world, actually-existing problems involving social and environmental justice from multiple vantagepoints, and across multiple scales** (Geography Program Goals D.1.a.; D.1.b; D.1.c; D.1.d; D.2.b.; D.2.d).

General education expected learning outcomes

As part of the **Social Science—Organizations and Politics** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.

In this class, we emphasize how particular political geographers, representative of particular periods of political geographic thought and theorization, make sense of the relationship between power and space via what often turn out to be highly contested methods, rules, and postulates about politics and society and their organization.

Understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

In this class, we scrutinize the historical-geographical formation of political geographic theories as well as how particular political geographic theories explain (or fail to explain) the exercise of power, inequality and social strife in the world. As such, the class will tackle theories as well as case studies in a broadly comparative context. In the first instance, students will approach political geography as an embedded knowledge-making practice which reflects particularities of both time and place. Differences between theories will be explained by looking to specific social, political, and economic circumstances conditioning their emergence and formalization. In the second instance, students will be exposed to political geography as an area of study which helps us to understand actually-existing social, political and economic differences and inequalities. In other words, students will be encouraged to think of theory not simply as an abstract exercise.

Comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

In our case studies we examine to the extent to which particular governing organizations and institutions – in the cultural, economic and political spheres – can be understood in terms of their geographical assumptions about the spatial operation of power and authority.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% in person. All lectures and office hours will be held on campus.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Instead of a textbook, we will be reading peer-reviewed journal articles and/or book chapters. Some weeks have more readings than others. You should be prepared to dedicate 4-6 hours of work weekly to the readings.

I will upload all the readings to the Carmen website.

I will discuss the readings in my lectures so that you have a clear idea of the relationship between the readings and the lecture material. Occasionally, I will post notes on specific readings to help you understand what's going on. And I encourage you to attend office hours with me to ask about the readings.

My biggest advice with respect to the readings is to make use of the internet while you read, for example to look up words you don't understand or read quickly on specific events. I also recommend that you consult human geography dictionaries or encyclopedias while you read.

Recommended/optional

There are a number of quality dictionaries and encyclopedias available for free as e-books through the university library website. If you are looking for comprehensive, but brief, review material for key concepts and debates in political geography, I recommend:

- Warf B (2010). *Encyclopedia of Geography*. Thousand Oaks: SAGE. This is a basic introduction to core concepts, written in non-academic language, and designed mostly for students exiting high school and entering university.
- Kitchin R and Thrift N (2009). *International Encyclopedia of Human Geography*. London: Elsevier. This is a comprehensive review of core concepts and debates in Geography, written for an academic audience.

The following is not available as an e-book but is an excellent and quick resource for students finding their way through human geography, and political geography specifically:

- Gregory D, Johnston R, Pratt G, Watts MJ and Whatmore S (2009). *The Dictionary of Human Geography*. London: Wiley.

To be clear, these are not mandatory readings, and many students have done well in this class without consulting these sources. However, having them on hand will likely enhance your reading experience in the class!

Other fees or requirements

- N/A

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance	10
Reading analysis, 1x	10
Midterm exam, take home, open book	40
Final exam, take home, open book	40
Total	100

See course schedule below for due dates.

Descriptions of major course assignments and late policy

Attendance/discussion board posts

Description: At the start of each class the TA will circulate an attendance sheet. You have until the end of class to sign the sheet. You won't be able to sign the attendance sheet after the end of class.

Academic integrity and collaboration: My expectation is that you are in class and sign your own name. Signing for others will constitute a COAM violation.

Missed class? I will not dock you for attendance if you provide documentation of a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service. Otherwise, a missed class will count against your attendance grade.

Critical reading analysis

Description: You are responsible for handing in one critical reading analysis during the semester. The timing of the reading analyses is up to you. However, **you must hand in a critical reading analysis within 14 days of when the reading appears on the class schedule** (see below). For example, if you choose to review a reading assigned on Wednesday of the third week of classes, your review will be due via Carmen no later than the start of class on Wednesday of the fifth week of classes.

I will **not** accept late submissions for the critical reading analysis.

Your critical reading analysis must be **at least 3 full pages in length, double-spaced with regular 1” margins, excluding bibliography**. I am not assigning an upper limit. However, please note that writing a lot doesn't always make for better or more compelling work; quantity is not the same thing as quality. I am assuming that the bulk of reviews will be 3-4 pages in length.

This is an individual activity and not a group exercise.

So, what is a critical reading analysis?

- A critical reading analysis is a focused and careful engagement with a specific reading. The goal of a reading analysis is twofold: first, to **unpack and expand on the core theme (or themes) in a selected reading**; and second, to **evaluate or assess the reading with respect to other readings and/or material in the class (lecture material, lecture videos, etc)**. A good way to think about a critical reading analysis is that it is both an **honest review** and a **frank assessment**.
- A critical reading analysis should be detail-oriented, and as such should take the form of a ‘close reading’. Reading ‘closely’ means digging into a text – often at the level of specific paragraphs or anchor points rather than the text as a whole – and extracting a core argument and assessment. Reading ‘closely’ means avoiding vague references to a text, as well as generalizations or claims not based in the reading.
- A good reading analysis will include a **focused thesis statement** that helps the reader follow your review and assessment.
- A critical reading analysis is not a blow-by-blow review. However, you are going to need to summarize specific elements of the article in order to write your review. Be careful with the amount of time you dedicate to your summary! Summarize only what you need to summarize in order to assess the author’s argument. As a rule of thumb, you should keep your review or summary to one page and reserve the remainder of your critical reading analysis, i.e., 2 pages+, for your assessment.

I will upload a grading metric for the critical reading analyses to guide your work.

Academic integrity and collaboration: You must complete the critical reading analyses yourself, without any external help or communication. Your analyses should be your own original work. In

general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. This holds for the critical reading analyses. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Take-home midterm exam

Description: On the first day of class I will unlock a 3-question midterm exam on Carmen. The exam will be due no later than **12:25 p.m. on February 21**. You will have a strict word limit of 800 words for each answer. This is a tight word limit, meaning that editing will play a very important role in the midterm. I will post a comprehensive grading rubric and a citation guide for the midterm on Carmen.

Academic integrity and collaboration:

The midterm exam is open book, meaning that you can consult the readings, your lecture notes, and lectures slides while preparing the exams. However, you may not work in groups; my expectation is that you hand in your own, original work. Failure to complete the midterm on your own, including plagiarism violations, will constitute a COAM violation.

Late handing in the midterm? For the midterm exam, there is a 10% penalty per 24-hour period after the due date. The 10% penalty applies the minute the deadline has been missed, i.e., at 12:26 p.m. on 2/21/2022. This means that if you are late with the exam, you should hold on to it for 24 hours in order to maximize your work time. Handing in a late exam before the 24 hours has expired means that you are not making full use of the time you have effectively gained with the 10% penalty. If you are handing in a late exam, please email me (coleman.373@osu.edu) and the TA (khan.969@osu.edu) to let us know.

I will waive midterm late penalty for a handful of reasons, for example if you have a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service. If any of these situations applies to you, I will expect an email prior to the exam so that we can work out an alternate due date and schedule. If you wait until the due date has passed to contact me, I will not waive the late penalties.

Take-home final exam

Description: On the day the midterm is due I will unlock a 3-question final exam on Carmen. The final exam will be due no later than 5 p.m. on April 27 during my office hours. You will have a strict word limit of 800 words for each answer. This is a tight word limit, meaning that editing will play a very important role in the final. I will post a comprehensive grading rubric and a citation guide for the final exam on Carmen.

Academic integrity and collaboration: The final exam is open book, meaning that you can consult the readings, your lecture notes, and lectures slides while preparing the exams. However, you may not work in groups; my expectation is that you hand in your own, original work. Failure to complete the final exam on your own, including plagiarism violations, will constitute a COAM violation.

Late handing in the final exam? For the final exam, there is a 10% penalty per 24-hour period after the due date. The 10% penalty applies the minute the deadline has been missed, i.e., at 5:01 p.m. on

4/27/2022. This means that if you are late with the exam, you should hold on to it for 24 hours in order to maximize your work time. Handing in a late exam before the 24 hours has expired means that you are not making full use of the time you have effectively gained with the 10% penalty. If you are handing in a late exam, please email me (coleman.373@osu.edu) and the TA (khan.969@osu.edu) to let us know.

I will waive final exam late penalty for a handful of reasons, for example if you have a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service. If any of these situations applies to you, I will expect an email prior to the exam so that we can work out an alternate due date and schedule. If you wait until the due date has passed to contact me, I will not waive the late penalties.

A note about COVID-19

Continuous engagement with this course is essential to learning the material. Students are expected to keep up with the readings, lectures, and complete assignments as outlined in this document. **Students who cannot maintain this schedule and expectations due to illness (COVID-19), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact me as soon as possible to arrange for accommodation.** Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: **Student Advocacy, Student Life Disability Services and the Office of Institutional Equity.**

Indoor mask requirement: Starting in August 2021, **the university updated its COVID protocols based on guidance from the U.S. Centers for Disease Control and Prevention (CDC) to require everyone on campus to [wear masks indoors](#).** This means that **you must wear a mask in the lecture room, while traversing campus buildings, and during office hours.**



Grading scale

93–100: A	An “A” grade indicates outstanding performance in the class, in comparison with other students.
90–92.9: A-	An “A-” grade indicates very good performance in the class, in comparison with other students.
87–89.9: B+	A “B+”, “B” and “B-“ grade indicates above average performance in the class, in comparison with other students. Above average students will be assigned +/- in comparison with other above average students.
83–86.9: B	
80–82.9: B-	
77–79.9: C+	A “C+”, “C” and “C-“ grade indicates average performance in the class, in comparison with other students. Average students will be assigned +/- in comparison with other average students.
73–76.9: C	
70–72.9: C-	
67–69.9: D+	A “D+” and “D” grade indicates low but acceptable performance in the class, in comparison with other students. D-range students will be assigned + in comparison with other average students.
60–66.9: D	
Below 60: E	An “E” grade indicates that the student has not successfully satisfied the course requirements.

The above qualitative language on grades is adopted from

<https://trustees.osu.edu/index.php?q=rules/university-rules/chapter-3335-8-instruction.html>

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For assignments and exams, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. I do not check email on the weekends and after 5 p.m. during the weekday.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- ▶ **Email communication style:** My TA and I expect proper email etiquette. This means using your osu.edu email address for communication, writing the subject of your email in the subject line, identifying which class you’re taking with me, being concise, not writing in block letters, using

spell check, not deleting prior communications on your reply, and ending with a signature that includes your contact information. I am also expecting that you address me and the TA formally. I will not respond to an email that begins informally, as in “Yo, Coleman what’s up.” Believe it or not, I get emails like that. You can find useful information on how to communicate via email at <https://onpace.osu.edu/modules/polishing-your-job-etiquette-skills/communicate-as-a-professional/e-mail-etiquette-content-area>

- ▶ **Tone and civility during lecture:** I welcome your active participation during the lectures in the form of questions regarding the material at hand . However, because it is my responsibility to ensure that students’ participation in class is orderly and respectful, **my core expectation is that students will, at all times and without any exceptions, act professionally and courteously in the classroom.** In particular, I am expecting that your engagement with me, with your TA, and especially with your peers, is not hostile or derisory, and that you respect social difference. **I will not tolerate language that is racist, sexist, patriarchal or homophobic.** If you use derisive or hateful language, or otherwise engage me, your TA or your peers in a hostile manner, I will remove you from the class.
- ▶ **Tone and civility during office hours:** Office hours are not individualized; you can expect multiple visitors. As a result, let’s maintain a supportive learning community during office hours where everyone feels safe and where people can disagree amicably.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)

- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to

honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

	TOPIC	DATE	DETAILS
WEEK 1	SYLLABUS REVIEW AND EXPECTATIONS	1.10.2022	Review the class syllabus No reading
	INTRODUCTION TO POLITICAL GEOGRAPHY: THE BASICS	1.12.2022	No reading
	QUANTITATIVE POLITICAL GEOGRAPHY AFTER WWII	1.14.2022	BARNES, TREVOR (2015) . "Desk killers: Walter Christaller, Central Place Theory and the Nazis". In <i>Geographies of Knowledge and Power</i> , edited by P. Meusburger, D. Gregory and L. Suarsana. Rotterdam: Springer Netherlands, pp. 187-201.
WEEK 2	MARTIN LUTHER KING JR DAY	1.17.2022	NO CLASSES – OFFICES CLOSED
	CORES, PERIPHERIES, AND WORLD SYSTEMS THEORY	1.19.2022	No reading
	MARXIST POLITICAL GEOGRAPHY, THE BASICS	1.21.2022	HARVEY, DAVID (1975) . "The Geography of Capitalist Accumulation: A Reconstruction of the Marxian Theory". <i>Antipode</i> , Vol. 7(2), pp. 9-21.
WEEK 3	1968	1.24.2022	Review Jen Mapes and Sara Koopman's digital archive of the Kent State massacre at https://mappingmay4.kent.edu/
	GEOGRAPHIES OF CAPITALIST POWER I – CRISIS	1.26.2022	GILMORE, RUTH (1999) . "Globalization and U.S. Prison Growth: from Military Keynesianism to post-Keynesian Militarism". <i>Race & Class</i> 40 (2-3), pp.171-188.
	GEOGRAPHIES OF CAPITALIST POWER II – SPATIAL FIX AND SCALE	1.28.2022	LOYD, JENNA & GILMORE, RUTH (2012) . "Race, Capitalist Crisis, and Abolitionist Organizing: An Interview with Ruth Wilson Gilmore, February 2010. In <i>Beyond Cages and Walls: Prisons, Borders, and Global Crisis</i> , eds. J. Loyd, M. Mitchelson and A. Burrige, pp. 42-54. Athens: University of Georgia Press.

WEEK 4	REGULATION THEORY AND POLITICAL GEOGRAPHY	1.31.2022	No reading
	UNEVEN DEVELOPMENT	2.2.2022	MARSTON, SALLIE (2004) . "Space, Culture, State: Uneven Developments in Political Geography". <i>Political Geography</i> 23(1), pp. 1-26.
	GENTRIFICATION AND URBAN SPACE I – RACIALIZED AND CLASSED DISPLACEMENT AND ISOLATION	2.4.2022	RAMÍREZ, MARGARET (2020) . "City as Borderland: Gentrification and the Policing of Black and Latinx Geographies in Oakland." <i>Environment and Planning D: Society and Space</i> , Vol. 38(1), pp. 147-166.
WEEK 5	GENTRIFICATION AND URBAN SPACE II – RACE AND POLICING	2.7.2022	KIRKLAND, ELIZABETH (2008) . "What's Race Got To Do With It? Looking for the Racial Dimensions of Gentrification." <i>Western Journal of Black Studies</i> , Vol. 32(2), pp. 18-30.
	GENTRIFICATION, RACE, CLASS AND HOUSING INEQUALITY	2.9.2022	Film: <i>A House Divided: Inequality in Housing in New York City</i> (Norman Lear, 2016) Access through the Kanopy streaming service on the Ohio State library website at https://library.ohio-state.edu/record=e1002089~S7
	RESIDENTIAL SEGREGATION	2.11.2022	Review housing segregation data from the ProPublica report 'Living Apart: Fair Housing in America' at https://projects.propublica.org/graphics/city-maps
WEEK 6	PLACE AND LOCALITIES STUDIES	2.14.2022	MASSEY, DOREEN (1993) . "Power-Geometry and a Progressive Sense of Place". In <i>Mapping the Futures</i> , edited by J. Bird, B. Curtis, T. Putnam and G. Robertson. London, Routledge, pp. 59-69.
	POSTSTRUCTURAL POLITICAL GEOGRAPHY – ARCHITECTURE AND URBAN FORM	2.16.2022	GROSZ, ELIZABETH (2001) . "Architecture from the Outside" and "Cyberspace, Virtuality and the Real" in <i>Architecture from the Outside: Essays on Writing Virtual and Real Space</i> . Massachusetts: MIT Press, pp. 57-74, 75-90.
	POSTSTRUCTURAL POLITICAL GEOGRAPHY – KNOWLEDGE AND AUTHORITY	2.18.2022	DEUTSCHE, ROSALYN (1991) . "Boys Town". <i>Environment and Planning D: Society and Space</i> , Vol. 9(1), pp. 5-30.

WEEK 7	MIDTERM EXAM	2.21.2022	MIDTERM EXAM DUE IN CLASS, PRINTED OUT, LATE AFTER 12:25 PM ATTENDANCE WILL BE TAKEN
	SPACE (RELATIVE, RELATIONAL, AND ABSOLUTE) I	2.23.2022	No reading
	SPACE (RELATIVE, RELATIONAL, AND ABSOLUTE) II	2.25.2022	No reading
WEEK 8	HENRI LEFEBVRE AND THE PRODUCTION OF SPACE	2.28.2022	BUCKLEY, MICHELLE & STRAUSS, KENDRA (2016) . "With, Against and Beyond Lefebvre: Planetary Urbanization and Epistemic plurality." <i>Environment and Planning D: Society and Space</i> , Vol. 34(4), pp. 617-636.
	HENRI LEFEBVRE'S 3 PART MODEL OF SPACE AND SOCIETY	3.2.2022	Read Lefebvre handout on Carmen MCCANN, E. J. (1999) . "Race, protest, and public space: Contextualizing Lefebvre in the U.S. city." <i>Antipode</i> , Vol. 31(2), pp. 163-184.
	TERRITORY AND TERRITORIALITY	3.4.2022	PAINTER, JOE (2010) . "Rethinking Territory". <i>Antipode</i> , Vol. 42(5), pp. 1090-1118.
WEEK 9	STATES AND STATE POWER— SOVEREIGNTY, DISCIPLINARITY, AND BIOPOLITICS I	3.7.2022	PARSONS, NIGEL & SALTER, MARK (2008) . "Israeli Biopolitics: Closure, Territorialization and Governmentality in the Occupied Palestinian Territories". <i>Geopolitics</i> , Vol. 13(4), pp. 701-723.
	STATES AND STATE POWER— SOVEREIGNTY, DISCIPLINARITY, AND BIOPOLITICS II	3.9.2022	
	SETTLER COLONIALISM	3.11.2022	DORRIES, HEATHER & HUGILL, DAVID & TOMIAK, JULIE (2019) . "Racial Capitalism and the Production of Settler Colonial Cities." <i>Geoforum</i> , Vol. xx(x), pp. 1-8. Read the March 2020 High Country News story on land grant universities at https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities Review land grant data for Ohio State at https://www.landgrabu.org/

WEEK 10	SPRING BREAK	3.14.2022	NO CLASSES
	SPRING BREAK	3.16.2022	NO CLASSES
	SPRING BREAK	3.18.2022	NO CLASSES
WEEK 11	NATIONS AND NATIONALISM	3.21.2022	No reading
	ELECTORAL GEOGRAPHY AND REDISTRICTING	3.23.2022	FOREST, B. (2004). "The Legal (De)construction of Geography: Race and Political Community in Supreme Court Redistricting Decisions." <i>Social & Cultural Geography</i> , Vol. 5(1), pp. 55-73.
	POLICE GEOGRAPHIES	3.25.2022	JEFFERSON, BRIAN J. (2018). "Policing, data, and power-geometry: intersections of crime analytics and race during urban restructuring." <i>Urban Geography</i> , Vol. 39(8), pp. 1247-1264.
WEEK 12	POWER 2.0— TOPOGRAPHY VERSUS TOPOLOGY I	3.28.2022	Make a Mobius strip https://www.wikihow.com/Make-a-Mobius-Strip DIXON, DEBORAH & JONES II, J. P. (2014). "The Tactile Topologies of Contagion." <i>Transactions of the Institute of British Geographers</i> , Vol. 40(2), pp. 223-234.
	POWER 2.0— TOPOGRAPHY VERSUS TOPOLOGY II	3.30.2022	BOWKER, GEOFFREY C. & STAR, SUSAN LEIGH (1999). "Categorical Work and Boundary Infrastructures: Enriching Theories of Classification". In. <i>Sorting Things Out</i> , pp. 285-317. Cambridge, MA: MIT Press.
	POWER 2.0—EFFECT	4.1.2022	COLLIER, STEVEN (2009). "Topologies of Power: Foucault's Analysis of Political Government beyond 'Governmentality'." <i>Theory, Culture & Society</i> , Vol. 26(6), pp. 78-108.
WEEK 13	POWER 2.0—AFFECT	4.4.2022	WOODWARD, KEITH & BRUZZONE, MARIO (2015). "Touching Like a State". <i>Antipode</i> , Vol. 47(2), pp. 539-556.
	POWER 2.0—OBJECT	4.6.2022	SUNDBERG, JUANITA (2011). "Diabolic Caminos in the desert and cat fights on the Río: A Posthumanist Political Ecology of Boundary Enforcement in the United States–Mexico Borderlands". <i>Annals of the Association of American Geographers</i> , Vol. 101(2), pp. 318-336.
	POWER 2.0— INFRASTRUCTURE	4.8.2022	SIMONE, ABDOUMALIQ (2004). "People as Infrastructure". <i>Public Culture</i> , Vol. 16(3), pp. 417-429.

WEEK 14	POWER 2.0— ASSEMBLAGE	4.11.2022	ANDERSON, BEN & KEARNES, MATTHEW & MCFARLANE, COLIN & SWANTON, DAN (2012). "On Assemblages and Geography." <i>Dialogues in Human Geography</i> , Vol. 2(2), pp. 171-189.
	BORDERS AND BORDERING	4.13.2022	ANZALDÚA, GLORIA (1987). "The Homeland, Aztlán/ El Otro México" and "Movimiento de Rebeldía y la Culturas que Traicionan". In <i>Borderlands/La Frontera: The New Mestiza</i> , pp. 1-25. Second Edition ed. San Francisco: Aunt Lute Books.
	(IM)MOBILITY STUDIES	4.15.2022	PETEET, JULIE (2016). "Camps and Enclaves: Palestine in the Time of Closure." <i>Journal of Refugee Studies</i> , Vol. 29(2), pp. 208-228.
WEEK 15	POLITICAL GEOGRAPHY OF OCEANS	4.18.2022	STEINBERG, PHILIP & PETERS, KIMBERLEY (2015). "Wet Ontologies, Fluid Spaces: Giving Depth to Volume Through Oceanic Thinking." <i>Environment and Planning D: Society and Space</i> , Vol. 33(2), pp. 247-264.
	POLITICAL GEOGRAPHY OF THE ANTHROPOCENE I	4.20.2022	Film: <i>Anthropocene: The Human Epoch – How Humans Have Impacted the Planet</i> (Jennifer Baichwal, Nicholas de Pencier, Edward Burtynsky, 2019) Access through the Kanopy streaming service on the Ohio State library website at https://library.ohio-state.edu/record=e1002089~S7
	POLITICAL GEOGRAPHY OF THE ANTHROPOCENE II	4.22.2022	PULIDO, LAURA (2018). "Racism and the Anthropocene". In <i>The Remains of the Anthropocene</i> , edited by G. Mitman, R. Emmett and M. Armiero. Chicago, University of Chicago Press, pp. 116-128.
WEEK 16	YOU ARE NOW OFFICIALLY A CARD- CARRYING POLITICAL GEOGRAPHER	4.25.2022	Q&A CLASS – BRING QUESTIONS
	FINAL EXAM	4.27.2022	DUE VIA CARMEN, LATE AFTER 5 PM