

# Space, Power, and Political Geography (GEOG 3600)

Spring 2022 \* The Ohio State University at Newark \* 33636

Class Day, Time, Location: Thursdays, 5:30 - 8:15pm  
Ohio Reformatory for Women  
1479 Collins Ave.; Marysville, OH 43040

Instructor: Kenneth D. Madsen, Ph.D.,  
Associate Professor of Geography

Office Hours: M & W, 12n-1p by phone or via Zoom (in-person by appointment); before/after class as time permits; by appointment

Contact: madsen.34@osu.edu (740) 364-9643 ofc.  
182 LeFevre Hall (520) 993-1707 cell

OHIO PRISON EDUCATION  
EXCHANGE PROJECT

Textbooks: individual readings as listed in syllabus  
*March* (Book One; Lewis, 2013), ISBN 978-1-6030-9300-2

Course Bulletin Description: Political geographic thought; territory and territoriality; borders and scale; space, power and uneven development; states and statecraft; and the politics of nations, regions and localities.



Points Possible:

150 = attend / participate (15 @ 10)  
300 = reading quizzes (10 @ 30)  
250 = personal reflections (5 @ 50)  
100 = written group reports (4 @ 25)  
200 = final projects

1,000 = possible points total

Grading Scale:

930 + = A  
900 - 929 = A-  
870 - 899 = B+  
830 - 869 = B  
800 - 829 = B-

770 - 799 = C+  
730 - 769 = C  
700 - 729 = C-  
670 - 699 = D+  
600 - 669 = D  
< 600 = E

Attendance and class participation: Learning and development of a learning community is closely correlated with your presence in class. You are expected to be in attendance at each class and arrive on time. Should you not be able to attend, please let the instructor know ahead of time for partial points. The emphasis on classes will be on *interactive discussion* rather than lecturing - plan on contributing to the conversation!

Reading and reading quizzes: You should prepare each week by reading the appropriate assignments. Keeping up with the reading is critical to doing well in this class. There are regularly scheduled quizzes to cover reading material. These are not intended to be difficult, but to ensure you come class prepared and ready to participate.

Personal reflections: These assignments ask you to comment on class material in a reflective essay. These reflections are *not* summaries or evaluations of content learned in class, but your own personal *reflections* on the material and *application* to the world around you. Although it is ok to argue for your own perspective, it is even better is to question and interrogate your thoughts on a topic and how they may have changed (or not) based on what we are learning! Expected length is 3-5 pages, double-spaced (300-600 words). Sometimes you will be asked to reflect on particular issues. Grammar, spelling, and neatness are considered in assigning a grade. You should provide citations when referring to class material

or outside sources, for example: (class discussion 1/27/22), (Glassner & Fahrer, p. 14). You may also provide a general description (Fox News, February 4/6/22) or even link to a source on the web. A formal bibliography is not needed, but credit must be given informally to sources of information and ideas that are not your own.

Group projects: Small groups of 4-5 students will undertake a group project during the second half of the semester. There will be both oral (to the whole class) and **written (to instructor) group reports** on the status of your project. **Final projects** will consist of a written narrative of 5-10 pages *and* a poster presenting findings in the context of political geography. You may elect to prepare your project as if it were to be delivered to a government agency to take action (actual delivery and presentation after class is over is also possible!).

Late Work: Points will be deducted for late submissions. Contact instructor if you have extenuating circumstances. Documentation and/or accommodation paperwork may be required for major class activities.

Academic Honesty: Students are required to be familiar with and abide by the OSU Code of Student Conduct. This includes avoiding academic dishonesty which is defined as “[a]ny activity that tends to compromise the academic integrity of the university or subvert the educational process.” This includes such things as copying or plagiarizing from others, improper acknowledgment of sources, collaboration when individual work is expected, or cheating on an exam. Bottom line - don’t cheat! Being unaware of what counts as academic misconduct is not an excuse.

Disability Services: If you experience or anticipate academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know as soon as possible so that we can privately discuss options. To establish reasonable accommodations, you may need to register with the Newark Campus Student Life Disability Services. For more information contact Shannon Donley, donley.82@osu.edu, (740) 366-9385, Warner Center, Suite 226.

COVID-19: Everyone in class is required to comply with and stay up to date on OSU and ORW safety and health guidelines. This includes wearing a face mask in indoor spaces. Students may request COVID-related accommodations through the university's disability request process mentioned above.

Diversity: OSU affirms the value of diversity in the student body and the communities of which we are a part. You are expected to be respectful of others in class at all times.

Other: Incomplete grades are reserved for rare circumstances. To qualify, contact instructor no later than the date of the final exam. Additional or substitute work may be required. \*\* Students are responsible for verbal changes to this syllabus announced in class. \*\* Lastly, enjoy the class - I hope it is a positive learning experience. \*\* External links (print-outs to be distributed the first day of class):

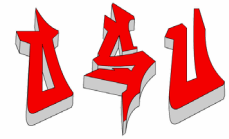
<https://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html>

<http://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

<https://safeandhealthy.osu.edu>

<https://newark.osu.edu/students/student-life/disability-services.html>

<https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/>



## General Education Requirements

This class meets the following GE requirement:

Social Science - Organizations and Politics

*Goals:* Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

*Expected Learning Outcomes:*

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Through class readings, interactive discussions, small group activities, reflective writings, and other activities, by the end of the semester students in this particular section of GEOG 3600 at Ohio State Newark will meet these goals and related learning outcomes in part through:

- \* discussion of diverse approaches to political geography and reflecting on how the sub-discipline can help us understand their communities, their country, and their world Expected Learning Outcome # 1
- \* recognition of the persistency and malleability of political systems Expected Learning Outcomes # 2 & 3
- \* interactions with and interpretations of the world around us Expected Learning Outcomes # 2 & 3
- \* a better understanding of the political environment and its geographic basis; also, identification of where problems or opportunities for change exist Expected Learning Outcome # 3

Note that in Autumn 2022, OSU will be instituting a new General Education program. The requirements to be met by GEOG 3600 under the new GE program has not yet been finalized.

For more information about General Education requirements, visit with your academic advisor or refer to the following websites:

<https://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes>

<http://newark.osu.edu/academics/advising-office/>

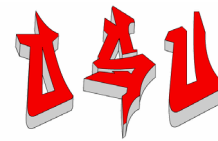
<http://advising.osu.edu/>

<http://artsandsciences.osu.edu/academics/current-students/advising>

<https://asccas.osu.edu/new-ge-program>

---

Space, Power, and Political Geography (GEOG 3600) Course Bulletin Description: Political geographic thought; territory and territoriality; borders and scale; space, power and uneven development; states and statecraft; and the politics of nations, regions and localities.



**Tentative Course Schedule:**

Reading/assignment in-class Jan. 12/13:

- syllabus, schedule, GE statement
- Agnes & Muscarà (2012) - The Meaning of "Political"

**Jan. 12 (Wed.):** 4:00-5:30p class orientation (Outside students)

via Zoom

**Jan. 13:** 5:30-7:00p class orientation (Inside students)

7:00-8:15p introductions & ice breakers

Outside students via Zoom

Reading/assignment for Jan. 20:

- syllabus-linked websites (printouts)
- Flint (2009) - Political Geography in *The Dictionary of Human Geography*
- Painter & Jeffrey (2009) - Politics, Geography and Political Geography
- Pfeffer & Wright (2019) - Inside-Out Prison Exchange Program
- Werts (2013) - Reflections on the Inside-Out Prison Exchange Program
- Barron (2021) - How to Write a Reflection Paper in 5 Steps
- Morgan (no date) - Keys to Writing a Reflective Paper

**Jan. 20:** get to know each other

Outside students via Zoom

- develop class dialogue guidelines
- first week & syllabus review
- what is political geography?
- small group reflections (written, bullet-points)
- whole class reflections (verbal)

Reading/assignment for Jan. 27:

- Glassner & Fahrer (2004) - Personal Space and Territoriality (Ch. 2)
- Windsor Tate (1980) - The Need for Personal Space in Institutions for the Elderly
- Sibley & van Hoven (2009) - The Contamination of Personal Space: Boundary Construction in a Prison Environment

**Jan. 27:** warm-up activity

Outside students via Zoom

- main points/review activity
- personal space & territoriality
- writing personal reflections

Reading/assignment for Feb. 3:

- Glassner & Fahrer (2004) - Perceptions of the Political World (Ch. 3)
- Henrikson (1999) - The Power and Politics of Maps
- Harley (2009) - Maps, Knowledge, and Power
- **personal reflection #1**; possible themes: an example of personal space in your life; making space in GEOG 3600, virtual (Zoom) spaces, maps and control, propaganda maps

**Feb. 3:** 4:00p Outside student ORW training (tentative)

**reading quiz #1**

in-person get-acquainted activities

perceptions of the political world

preview of graffiti

7:00-8:15p - Inside student debrief

**Feb. 8 (Tues.):** 4:00-5:30p - Outside student debrief

via Zoom

Reading/assignment for Feb. 10:

- Moreau & Alderman (2011) - Graffiti Hurts and the Eradication of Alternative Landscape Expression
- Lewis (2013) - *March* (Book One)

**Feb. 10:** graffiti as communication, belonging

political ideologies and protest

**reading quiz #2**

Reading/assignment for Feb. 17:

- Madsen (2015) - Graffiti, Art, and Advertising: Re-Scaling Claims to Space at the Edges of the Nation-State
- Wolf (2014) - Egypt's Graffiti Artists Make Their Mark
- Bardhan & Foss (2020) - Revolutionary Graffiti and Cairene Women
- Jaschik (2016) - Why Honor Thomas Jefferson? Students are now criticizing their campuses for elevating a man they call a rapist and a racist.
- Parry (2017) - Reassessing Thomas Jefferson: A new biography says the founding father wasn't simply a racist
- **personal reflection #2 (draft)**; possible themes: political protest, small (maybe even barely noticeable!) resistance efforts that create space or communicate, graffiti

**Feb. 17:** the geography of graffiti and political protest

**reading quiz #3**

exchange, review, discuss reflection drafts

Reading/assignment for Feb. 24:

- Glassner & Fahrer (2004) - First-Order Civil Divisions (Ch. 12)
- Glassner & Fahrer (2004) - Civil Divisions of the United States (Ch. 13)
- **personal reflection #2 (final)**; same topic as last week - but improve and polish

**Feb. 24:** the political geography of governance; civil divisions, special purpose districts  
**reading quiz #4**

7:15-8:00p work on group projects; brainstorm ideas  
small group reports to class (verbal), including possible project ideas

Reading/assignment for March 3:

- Glassner & Fahrer (2004) - Electoral Geography (Ch. 15)
- reading packet of current news on redistricting efforts
- individual contributions to group project

**March 3:** electoral geography

**reading quiz #5**

7:30-8:15p work on group projects; discussion of group projects themes  
**small group report #1** (written), including topic and list of materials to gather, etc.  
preview of nation-states

Reading/assignment for March 10:

- Glassner & Fahrer (2004) - State, Nation, and Nation-State (Ch. 4)
- Glassner & Fahrer (2004) - The Emergence of States (Ch. 5)
- Augelli (1980) - Nationalization of Dominican Borderlands
- individual contributions to group project
- **personal reflection #3**; possible themes: electoral geography, nation-states, personal experiences in GEOG 3600, connect class material to-date with other classes taken

**March 10:** nation-states

**reading quiz #6**

7:30-8:15p work on group projects; identification of group projects themes  
**small group report #2** (written), including draft project outline  
preview of banal nationalism

Reading/assignment for March 10:

- [this is expected to be a week off but keep on your calendar in case we have class cancellations earlier in the semester (perhaps due to weather, prison, COVID, etc.)]

-  
-

**March 17:** Spring Break

no class

Reading/assignment for March 24:

- Sutherland (1995) - Who Belongs to the Nation? From Patriotism to Terrorism
  - Wade (2011) - Banal Nationalism
  - Leib (2011) - Identity, Banal Nationalism, Contestation, and North American License Plates
  - Dittmer & Bos (2019), Ch. 5 - narration of nation in post-WW II U.S.
- individual contributions to group project

**March 24:** banal nationalism and national identity in popular culture

reading quiz #7

- 6:45-8:15p work on group projects  
small group reports to class (verbal)

Reading/assignment for March 31:

- Popescu (2012) - Making Sense of Borders (Ch. 1) [NOTE: Ch. 2 is optional reading]
  - Amilhat Szary (2015) - Boundaries and Borders
- individual contributions to group project
- personal reflection #4**; possible themes: place-based power, geographic expressions of power, nationalism (banal or otherwise), nationality, belonging

**March 31:** borders

reading quiz #8

- 6:45-8:15p work on group projects  
**group report #3** (written), including full project outline

Reading/assignment for April 7:

- Glassner & Fahrer (2004) - Colonial Empires (Ch. 17)
  - Glassner & Fahrer (2004) - The Dismantling of Empires (Ch. 18)
  - Glassner & Fahrer (2004) - The Aftermath of Colonialism (Ch. 19)
  - Mott (2015) - Notes from the Field: Re-living Tucson -  
Geographic Fieldwork as an Activist-Academic
- individual contributions to group project

**April 7:** colonization

reading quiz #9

- 6:45-8:00p work on group projects  
small group reports to class (verbal) - challenges, ideas, suggestions, feedback  
preview of nation-building and post-colonialism



Reading/assignment for April 14:

- Koch (2014) - Sport and Soft Authoritarian Nation-building
- Sharp (2008) - Feminist and Postcolonial Engagements
- Glassner & Fahrer (2004) - The Erosion of the State (pp. 32-34 only)
- individual contributions to group project
  - draft of individual self-assessments of personal contributions to your group project
- personal reflection #5; possible themes: colonization, creating a more equitable world, incarceration, group dynamics, student choice (any topic covered in class so far!)

**April 14:** post-colonization

reading quiz #10

cultural, economic, academic (!) colonization

future of the state

6:45-8:15p finalize group projects

group report #4 (written), including personal self-assessments of contributions

Reading/assignment for April 21:

- Pompa (2004) - Disturbing Where We Are Comfortable: Notes From Behind the Walls
- individual contributions to group project

**April 21:** present group projects

closing ceremony

course evaluations #1 (standard, SEIs)

Reading/assignment for April 27/28:

- Pompa (2002) - Service-Learning as Crucible: Reflections on Immersion, Context, Power, and Transformation

**April 27 (Wed.):** (Inside students)

**April 28:** regular class time (Outside students)

Newark campus

class debrief

course evaluations #2 (qualitative, course-specific, Inside-Out)

political geography beyond GEOG 3600

updated: 1/12/22

**sample group projects ideas:**

- Ohio redistricting / gerrymandering
- immigration restrictions
- graffiti / alternatives
- banal nationalism & schools (or prisons, or universities)
- incarceration in the U.S. / other countries
- felon disenfranchisement
- concepts from political geography in books and film
- pandemic responses
- Native American land acknowledgments
- 
- 
-