

Geography 8100, GEOGRAPHIC THOUGHT, Autumn 2022

Tuesdays, 2:15-5:00, (2:15-3:30; break, 3:30- 3:40; 3:40-5:00), 1116 Derby

Instructor: Nancy Ettlinger, 1100 Derby Hall, 614-292-2573 (office), ettlinger.1@osu.edu

pronouns: she, her, hers

Office hours: due to wide-ranging schedules among students, it makes sense to schedule office hours *by appointment* rather than fix office hours to a particular time when many students can't make it. To set up an appointment, please let me know at the start or end of class, by email, office telephone, or stop by my office to chat or set up a time to chat.

A list and discussion of CAMPUS RESOURCES for *disability services, mental health, civil rights, wellness, and learning*, along with a statement of the *code of student conduct* and *academic integrity* are on pp. 11-13.

COURSE DESCRIPTION and OBJECTIVES

Geog 8100 is a graduate seminar for all incoming MA and PhD graduate students in Geography across the subdisciplines in the department. As a required course and therefore one of a number of 'anchors' in the graduate program, the course aims at helping students to think of themselves as part of an interdisciplinary research community, beyond pursuing a particular subject with an advisor and associated committee. This perspective will benefit students considerably as citizens of the department as well as in the future in job interviews with intellectually diverse audiences and in post-MA and PhD careers (academic or non-academic). The course prepares graduate students to be well-rounded professionals able view problems multidimensionally and pursue research on an interdisciplinary basis.

Fundamentally, the design of this course is *relational*. The overarching aims are to: (1) help students critically position their research interests, and (2) develop an understanding of how questions raised in other subfields can complement one's research focus, generating a multidimensional grasp of problems. Students preparing for a class that deals with issues outside their field of specialization are encouraged to think about how they might make use of the concepts and issues under discussion ontologically or epistemologically (actually or hypothetically) as a way to: complement the research questions they currently are pursuing; work collaboratively to design research in their field of study that incorporates questions and issues not usually engaged; or design a potentially interdisciplinary project in which they enlist colleagues from other specializations to pursue complementary questions.

The course is organized as a *history of types of questions* raised mainly by human geographers over time through the present to develop sensibilities regarding *why* questions are raised at particular points in time and to what the proponents of such questions critically react. The 'organization of questions' for the course is not meant to reflect a linear evolution with one set of questions or theoretical orientation replacing another because types of questions raised long ago remain pertinent to research; rather, the objective is to grasp how each new set of questions presented in the discipline over time reflects a need to address issues unattended by existing orientations, and consequently, the development of a continually expanding set of

questions in the discipline. The objective is to situate different types of questions in the literature, understand their relation and potential complementarities, as well as to identify and be conversant with major debates.

The general orientation is human geography, although the course includes a session each on physical geography (with guest lecture) and spatial & GIScience. The objective for all students to situate their research interests in their respective fields while considering complementarities with research fields they have not yet engaged stands as much for human geographers who to date have emphasized a particular conceptual framework as for students in climate science and spatial & GIScience. Sessions outside one's specialty enable students to discuss issues with their peers in class and position students more generally to discuss issues with scholars in these fields, raise questions and actively participate in venues such as departmental colloquia, and crucially, consider complementary fields of inquiry either in their research program or hypothetically as part of a team of interdisciplinary researchers. Critically reflecting on potential research complementarities is likely to be a new type of creative thinking for students across all subfields. The agenda is for class discussion to be open, friendly, provocative, productive, and respectful.

Following the introduction, the course begins with geographic concepts in human geography (space, place, and territory and the ways these concepts differ from 'location'; spatiality; and scale), and then moves to different fields of study, including: spatial and GIScience/critical GIS; climatology (guest); Marxism; political ecology; postcolonialism and decolonialism; poststructuralism; feminism; intersectionality and queer theory; critical race theory and racial capitalism; Black geographies; and research viewed as a political process (i.e. *of* the political, not just *on* the political).

COURSE STRATEGY

class and reading organization

The course is taught from the vantage point that theory without consideration of how you can use it productively is difficult to grasp and easy to forget. One main pedagogical assumption underlying the design of this course is that learning the logic of a field of study requires thinking it through and exemplifying it – passive learning by lecture alone is insufficient. Further, collaborative work among students in small groups can be constructive and fruitful regarding both intellectual exchange and getting to know members of one's cohort.

Each topic (geographic concepts, fields of study) is covered in 2 half sessions across 2 classes (2 weeks). The 2nd half of a class will be lecture/discussion that introduces principles/context of a topic; this material is the basis for critical appraisal of case studies on the topic in the 1st half of the next class; this part of the class is fully devoted to critical discussion and student collaborative presentations (small groups of 2 or 3). Students therefore make use of the 2nd half of the previous class material in preparing for the next class and developing their presentations. The first class of the semester will include a general introduction to the course; the second half of this first class will be lecture/discussion on the first topic (place, space, territory).

reading selections

Reading selections include major influential publications in particular fields as well as readings from other scholars to provide space for new and diverse voices.

A survey oriented course such as 8100 aims generally for breadth. One class (spread across 2 half sessions across 2 weeks) cannot provide depth; the selection of readings is intended to provide sufficient information/references/discussion/analysis for students to grasp the basic contours of a field of study.

The reading load is on average about 4 article-length readings per class, 2 for the first part of a topic and 2 case studies. There are some exceptions for the first part of topic when a 3rd reading is assigned. 3 times the third reading is a full-length article, selected for for the importance of the issues as well as 'lightness' (ie not a difficult read even if the issues are not light) considering the extra reading. A few other times a 3rd reading is assigned that is *not* a full-length article, but rather a blog or excerpt.

Students well versed in a particular field of study are welcome to suggest replacing syllabus readings with those they think are especially useful; please indicate such suggestions and provide links to readings as soon as possible and no later than one week prior to reading assignment.

ATTENDANCE

Regular and punctual attendance in 8100 are required. Students should drop this course if they have commitments that overlap with the class period. **Students should indicate *in advance* if they cannot be at a particular class on time or have to leave in the middle due to uncontrolled circumstances that can be documented** (e.g. a medical appointment, conference...). ***Students are responsible for any course material and announcements that are missed.***

PARTICIPATION

As a seminar, the course entails considerable discussion. Basic expectations include mutual respect, responsible class participation driven by adequate class preparation, and interest in learning from each other.

Use of electronic devices in class for any reason other than course engagement is unacceptable.

EVALUATION AND GRADING

Students are evaluated on the basis of (1) Carmen posts; (2) presentations; and (3) final paper.

Grading scheme

The final grade will be figured on a 4.0 scale as follows:

Carmen posts	25%
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team presentations (3)	30 % (10% each)
reflection essay	10%
final paper	35%

These modes of evaluation are elaborated below.

Carmen posts

Carmen posts are required for all reading. Carmen posts are intended to: ensure active participation by all students; prompt students to think about the big point(s) of an article and its situation in a research field in advance of class; provide a time and space to reflect on the relation between research issues and *your* research; and provide a forum by which students can learn from each other by reading others' posts. The posts are an effective way to prepare for class discussion as well as an interesting avenue through which to get to know your peers and their insights.

Carmen posts will be under '**Discussions**' so that students can read each others' posts before class. Take advantage of the intellectual diversity in the class: read each other's posts before class and use the forum to develop interdisciplinary sensibilities and to gain insights from one another. During the first class a deadline for the posts before class will be determined by consensus so that everyone has a chance to read all the posts.

Carmen posts are 'counted' towards evaluation on a presence/absence basis but do not receive letter grades individually (except 'E' in the case of failure to post) to avoid possible anxiety about regular posting on material with which students may be unfamiliar. The entire set of carmen posts receives a letter grade on a presence/absence basis -- e.g. submission of posts for all readings per the instructions receives a letter grade of 'A' that constitutes 20% of your final grade.

If posting seems challenging for some readings, that's ok: the point is to make an effort, and whatever is difficult should become clear in class. Most important is leaving a class with clarity. Questions of all kinds, including clarification questions, are welcome in and outside class. A fundamental pedagogical principle underscoring this course is that learning is a process. If a Carmen post has missed the main point, the Carmen post will still be counted; if this situation becomes a pattern, then I will make contact to discuss and work through problems.

As indicated in the instructions on the Discussion forum in Carmen, for *each generic reading* on a topic, students post *at least one thoughtful question* about the article; the question(s) should be formulated as if you were asking an exam question and should show a basic understanding of the central points (*questions such as 'what does x mean?' are welcome in class but unacceptable for Carmen posts*). For the case study readings, students post (1) a *brief* statement indicating how each case study exemplifies the points made in the previous class, and (2) a *brief* statement regarding questions or procedures that one or both case study/ies or the topic overall might prompt in relation to *your* research, or more generally, your research field. *Implications of case studies for your research may be ontological or epistemological; in the*

case of material that seems far afield your research focus, epistemological issues may be especially useful to think about. The purpose of the second post on the day of case-study readings is to prompt all students to continually situate their research interests in the discipline and to think about ways in which research that might seem disconnected from yours may indeed have pertinence; posts that imagine an interdisciplinary team or that discuss possible extensions of your research are welcome.

For the sake of efficiency, please place all your questions/comments for a particular class in one post and separate them out relative to author and type of post.

Students presenting in a particular class are exempt from the Carmen post on case studies.

LATE POLICY: If you are pressed for time and cannot meet the deadline on a Carmen post, I will read it and record it as completed IF you send me an email before the deadline to let me know it will be late + when you plan to post; OTHERWISE, I will not read posts after the deadline (i.e. they will not 'count').

team presentations

Presentations on case studies are a vehicle for actively and critically engaging course material *collaboratively* to: situate case studies in disciplinary perspectives; provide presentation experience; and provide a mechanism for teamwork with various partners with different perspectives and interests. Each student will have up to 10 minutes and will be evaluated individually, although note that *individual presentations in a group presentation must connect and flow from collaborative preparation*. Each group presentation (no more than 2 in a class) will be followed by around 10 minutes of discussion per questions raised by other students in the class.

Each group should prepare a brief **outline** (*not more than 1 side of 1 page*) of the presentation to distribute to the class; one person from a group emails the outline to me *no later than 1:00pm the day of class* so it can be posted on the Carmen page in advance of class.

Letter grades for presentations will be posted on Carmen within 24 hours after class. 50% of the grade will be given by your partner(s) regarding your collaboration; *each student emails me the 'collaboration grade' (a letter grade) before class.*

Overall, the presentations should: (1) show how the case study exemplifies or moves beyond the principles discussed in the previous class, and (2) indicate how the case study might stimulate complementary questions related to *your* research program or your research field more generally; both these objectives should be developed through discussion with your presentation partner(s). Additionally, as we move through different perspectives, it would be helpful to include in the presentation how the topic of the case study would have been approached from a different field of study/perspective already covered. For presentations on

fields of study in human geography (after the first few classes on geographic concepts), presentations should engage the geographic concept(s) used in the case study.

*Presentations should not summarize a case study, which would be boring because everyone in class will have read and posted on the article. Notes are fine at presentations, but presentations should not be read. Style of presentations is *open*. A module on the Carmen page provides guidelines for preparation.*

All students will present 3 times over the course of the semester. Students are welcome to request presenting on a particular article and/or topic; please let me know by e-mail at the start or end of class at the beginning of the semester if you have requests (assignments will be made on a first-come, first-serve basis). By the 2nd week of the semester, students will either sign up for presentations or I will assign presentations randomly. As soon as the assignments are finalized, the presentation roster will be posted on the Carmen page. Students are then welcome to swap presentations if the need arises (due to a difficult schedule in a particular week, changing interests...); justification for swapping is *not* required – the main requirement is that you handle the swap yourselves and let me know so that I can update the online assignment roster.

reflection essay (due last day of class, December 6)

Write a reflection essay (2-4 pp) that connects your final paper with course objectives/material – what you have learned in the course and how you are using that knowledge in your research. Taking the Carmen posts seriously throughout the semester renders the reflection essay a relatively easy task.

final paper (due December 12)

The paper for this course should work for your research program. Students are welcome to discuss their plans for their papers with me, and they are encouraged to discuss their plans with their advisors since the paper should help you to make progress towards your thesis/dissertation or possibly a paper that you might submit for publication. ***Short proposals for papers (2pp) are due no later than Friday, November 4; please send to me by email as a Word attachment, and I will get back to you with feedback by email as soon as possible.*** There are choices, as indicated below.

(A) Write a paper that positions you to move forward with your literature review for your thesis/dissertation. Situate your research interests in your particular field of study and in the discipline more generally. What questions are you raising, and how do you position them? What is the nature of the contributions you wish to make? What geographic concepts are you using, how, and what insights do they afford? How might you bring Geography to interdisciplinary discussions of the topic on which you are focusing? Length: approximately 10 pages (not including bibliography).

(B) Develop an interdisciplinary project with one or more of your class members from different field(s) (human geography, GIS, climatology, remote sensing) that demonstrates the usefulness of complementary types of questions rooted in different fields of study. The co-authored paper should be a draft that could be submitted to a journal for publication (following length and other guidelines given by the journal), either as a regular article or a shorter piece for an intervention/commentary.

(C) Write a paper that you could revise and submit to a journal for publication in your field of study (following length and other guidelines given by the journal).

(D) I am open to alternative proposals as long as they connect with course objectives/material.

READING

E-Reserves (journal articles, book chapters): electronic copies are accessible on the Carmen page for the course under 'Modules.' The articles on Carmen are listed in the order in which you will read them (see Weekly Schedule pp. 14-15 of this syllabus). They are listed below in alphabetical order with full bibliographic information, for your information. All reading is required. *Please alert me if you have any problems accessing course material or if you find problems with the pdfs.*

REQUIRED READING – BIBLIOGRAPHY

- Addie, J.-P. D. 2013. The rhetoric and reality of urban policy in the neoliberal city: implications for social struggle in Over-the-Rhine, Cincinnati. *Environment and Planning A* 40: 2674 – 2692.
- (optional) Bardzell, S. and Bardzell, J. 2011. Towards a feminist HCI methodology: social science, feminism, and HCI. CHI, May 7-12, Vancouver.
- Berman, L.L. 1998. In your face, in your space: spatial strategies in organizing clerical workers at Yale. In *Organizing the Landscape: Geographical Perspectives on Labor Unionism*, ed. A. Herod, pp. 203-224. Minneapolis: University of Minnesota Press.
- Blesdoe, A. and W.J. Wright. 2019. The anti-Blackness of global capital. *Environment and Planning D: Society & Space* 37: 8-26.
- (optional) Breton, E., Jeppesen, S., Kruzynski, A., and Sarrasin, R. 2012. Feminisms at the heart of anarchism in Quebec: grassroots practices of intersectionality. *Canadian Women's Studies* 29: 17-159.
- Cahill, C. 2007. The personal is political: developing new subjectivities through participatory action research. *Gender, Place and Culture* 14: 267-292.
- Celata, F., Capineri, C., Romano, A. 2020. A room with a (re)view. Short-term rentals, digital reputation and the uneven spatiality of platform mediated tourism. *Geoforum* 112: 129-138.
- Chisolm, M. 1975. Origins. In *Human geography: evolution or revolution*, by M. Chisolm, pp. 19-55. Baltimore: Penguin.

- Coates, T.-N. 2014. The case for reparations. *The Atlantic* June, <http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.
- Cobarrubius, S. 2020. Scale in motion? Rethinking scalar production and border externalization. *Political Geography* 80 (June).
- (optional) Crenshaw, K. 1980. Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum* issue 1989 (1): 139-167.
- Dixon, D.P. and Jones, J.P. 1998. My dinner with Derrida, or spatial analysis and poststructuralism do lunch. *Environment and Planning A* 30: 247-260.
- Elwood, S. and Wilson, M. 2017. Critical GIS pedagogies beyond 'week 10: ethics.' *International Journal of Geographical Information Science* 31: 2098-2116.
- (optional) Ettlinger, N. 2004. Towards a critical theory of untidy geographies: the spatiality of emotions in production and consumption. *Feminist Economics* 10: 21-54.
- Faria, C., Whitesell, D., Birungi, K., Elledge, A., Katushabe, J., and Kyotowadde, C. 2022. Sequined Styles, Intersectional Moves: Economic Geography, Let's Dress Up! *Economic Geography* 98: 250-271.
- Fluri, J.L. 2011. Bodies, bombs and barricades: geographies of conflict and civilian (in)security. *Transactions of the Institute of British Geographers NS* 36: 280-296.
- Foucault, M. 1980. The eye of power. In *Power/knowledge: selected interviews and other writings 1972-1977*, ed. C. Gordon, trans. C. Gordon, L. Marshall, J. Mepham, K. Soper, pp. 146-165. New York: Pantheon.
- Fraser, J. and Wenginger, C. 2008. Modes of engagement for urban research: enacting a politics of possibility. *Environment and Planning A* 40: 1435-1453.
- Gahman, L., Reyes, J.-R., Miller, T., Gibbins, R., Cohen, A., Greenidge, A., Chattopadhyay, S. 2020. Activist geographies. In *International Encyclopedia of Human Geography*, 2nd ed., vol. 1, A. Kobayashi, ed., pp. 23-31. Amsterdam: Elsevier.
- Gibson-Graham, J.K. 2007. Cultivating subjects for a community economy. In *Politics and practice in economic geography*, eds. A. Tickell, E. Sheppard, J. Peck, and T. Barnes, pp. 106-117. Thousand Oaks: Sage.
- (optional) Gilmore, R.W. 2002. Race and globalization. In *Geographies of global change: remapping the world*, eds. R.J. Johnston, P.J. Taylor, and M.J. Watts, pp. 261-282. Malden, MA: Blackwell.
- Haraway, D. 1988. Situated knowledges: the science question in feminism and the privilege of partial perspective. *Feminist Studies* 14: 575-599.
- Harvey, D. 2006. Space as a key word. In *Spaces of global capitalism: a theory of uneven geographical development* by D. Harvey, pp. 119-148. New York: Verso.
- Harvey, D. 1996. The geography of capitalist accumulation. In *Human geography: an essential anthology*, eds. J. Agnew, D.N. Livingstone, and a. Rogers, pp.600-622. Cambridge, MA: Blackwell.
- Hiemstra, N. 2014. Performing homeland security within the US immigrant detention system. *Environment and Planning D: Society and Space* 32: 571-588.

- (optional) Howson, P. 2020. Climate crises and crypto-colonialism: conjuring value on the blockchain frontiers of the global south. *Perspectives* May 13, [Frontiers | Climate Crises and Crypto-Colonialism: Conjuring Value on the Blockchain Frontiers of the Global South | Blockchain \(frontiersin.org\)](#).
- Jönsson, E. forthcoming. Trump in Scotland: A study of power topologies and golf topographies. *International Journal of Urban and Regional Research*, DOI: 10.1111/1468-2427.12391.
- Joshi, S., McCutcheon, P., and Sweet, E. 2015. Visceral geographies of whiteness and invisible microaggressions. *ACME* 14: 298-323.
- (optional) Kershaw, G.G.L., Castleden, H., and Laroque, C.P. 2014. An argument for ethical physical geography research on indigenous landscapes in Canada. *The Canadian Geographer* 58: 393-399.
- Kesby, M. 2007. Spatialising participatory approaches: the contribution of geography to a mature debate. *Environment and Planning A* 39: 2813-2831.
- Klinke, I. 2015. Five minutes for critical geopolitics: a slightly provocative introduction, http://www.exploringgeopolitics.org/publication_klinke_ian_five_minutes_for_critical_geopolitics_a_slightly_provocative_introduction/.
- Lehuedé, S. 2021. The coloniality of collaboration: sources of epistemic obedience in data-intensive astronomy in Chile. *Information, Communication & Society* <https://www.tandfonline.com/doi/epub/10.1080/1369118X.2021.1954229?needAccess=true>.
- Leszczynski, A. 2019. Spatialities. In *Digital Geographies*, eds. J. Ash, R. Kitchen, and A. Leszczynski, pp. 13-23. Los Angeles: Sage.
- Leszczynski, A. and Elwood, S. 2014. Feminist geographies of new spatial media. *The Canadian Geographer* 20: 1-17.
- Luft, R.E. 2016. Racialized disaster patriarchy: an intersectional model for understanding disaster ten years after Hurricane Katrina. *Feminist Formations* 28: 1-26.
- Martin, M.E. and Schuurman, N. 2020. Social media big data acquisition and analysis for qualitative GIScience: challenges and opportunities. *Annals of the Association of American Geographers* 110: 1335-1352.
- Martinez, A.Y. 2014. Critical race theory: its origins, history, importance to the discourses and rhetorics of race. *Frame* 27: 9-27.
- Massey, D. 1993. Power-geometry and a progressive sense of place. In *Mapping the futures: local cultures, global change*, eds. J. Bird et al., pp. 59-69. New York: Routledge.
- Massey, D. 1979. In what sense a regional problem? *Regional Studies* 13: 233-243.
- McEwan, C. 2001. Postcolonialism, feminism and development: intersections and dilemmas. *Progress in Development Studies* 1: 93-111.
- McEloy, E. 2019. Housing, cartographic, and data justice as fields of inquiry: a connected approach to mapping displacement. In A. Roy and H. Malson, eds. *Housing Justice in Unequal Cities*, pp. 29-36. Los Angeles: Institute of Inequality and Democracy University of California Press.

- Mohamed, S., Png, M.-T., and Isaac, W. 2020. Decolonial theory as sociotechnical foresight in artificial intelligence. *Philosophy and Technology* 405, DOI: 10.1007/s13347-020-00405-8.
- Moore, A. 2008. Rethinking scale as a geographical category: from analysis to practice. *Progress in Human Geography* 32: 203-225.
- Moossawi, G. 2013. Queering Beirut, the 'Paris of the Middle East': fractal Orientalism and essentialized masculinities in contemporary gay travelogues. *Gender, Place and Culture* 20: 858-875.
- Noxolo, P. 2022. Geographies of race and ethnicity I: Black geographies. *Progress in Human Geography*, DOI:[10.1177/03091325221085291](https://doi.org/10.1177/03091325221085291).
- Oswin, N. 2008. Critical geographies and the uses of sexuality: deconstructing queer space. *Progress in Human Geography* 32: 89-103.
- Peake, L. 2015. The Suzanne Mackenzie Memorial Lecture: Rethinking the politics of feminist knowledge production in Anglo-American geography. *The Canadian Geographer* 59: 257-266.
- Pickett, N.R., Henkin, S., and O'Lear, S. 2019. Science, technology, and society approaches to fieldwork in geography. *Professional Geographer*, doi.org/10.1080/00330124.2019.1639204.
- Reeves, M. 2011. Fixing the border: on the affective life of the state in southern Kyrgyzstan. *Environment and Planning D: Society and Space* 29: 905-923.
- Robbins, P. 2004. The hatchet and the seed. In *Political ecology: a critical introduction*, by P. Robbins, pp. 3-16. Malden, MA: Blackwell.
- Rocheleau, D. and Nirmal, P. 2015. Feminist political ecologies: grounded, networked and rooted on earth. In *The Oxford Handbook of Transnational Feminist Movements*, eds. R. Baksh and W. Harcourt, pp. 793-814. New York: Oxford University Press.
- Said, E. 1996. From *Orientalism*, in *Human geography: an essential anthology*, eds. J. Agnew, D.N. Livingstone, and a. Rogers, pp. 415-421. Cambridge, MA: Blackwell.
- Schuurman, N. 2000. Trouble in the heartland: GIS and its critics in the 1990s. *Progress in Human Geography* 24: 569-590.
- Shelton, T. 2018. Rethinking the RECAP: mapping the relational geographies of concentrated poverty and affluence in Lexington, Kentucky. *Urban Geography* 39: 1070-1091.
- Smith, H. and Ley, D. 2008. Even in Canada? The multiscalar construction and experience of concentrated immigrant poverty in gateway cities. *Annals of the Association of American Geographers* 98: 686-713.
- (optional) Spence, L.K. 2012. The neoliberal turn in black politics. *Souls* 14: 139-159.
- Swyngedouw, E. and Heynen, N. 2003. Urban political ecology, justice and the politics of scale. *Antipode* 35: 898-918.
- Thatcher, J., O'Sullivan, D. and Mahmoudi, D. 2016. Data colonialism through accumulation through dispossession: new metaphors for daily data. *Environment & Planning D: Society & Space* 34: 990-1006.
- Valentine, Gill. 2007. Theorizing and researching intersectionality: a challenge for feminist geography. *Professional Geographer* 59: 10-21.

(optional) Wilson, N.J., Mutter, E., Inkster, J., Satterfield, T. 2018. Community-based monitoring as the practice of indigenous governance: a case study of indigenous-led water quality monitoring in the Yukon River Basin. *Journal of Environmental Management* 210: 290-298.

Young, R.J.C. 2001. Colonialism and the politics of postcolonial critique. In *Postcolonialism: an historical introduction*, by R.J.C. Young, pp. 1-11. Malden, MA: Blackwell.

CAMPUS RESOURCES FOR DISABILITY SERVICES, MENTAL HEALTH, CIVIL RIGHTS, WELLNESS, AND LEARNING

Disability Services (Office of Student Life)

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including learning disabilities, hearing or visual impairments, mobility impairments, attention deficit disorders, and psychiatric or medical disabilities), please let me know immediately so that we can privately discuss options. Please also let me know if you require this syllabus or other course materials in an alternate format, or if you require special classroom/testing arrangements. You are welcome to register with Student Life Disability Services to establish reasonable accommodations. Contact info: a 24-hour information line is available at (614) 292-3307 (voice), (614) 429-4190 (VRS), and the office (098 Baker Hall, 113 W. 12th Avenue) can be reached via the Web at <http://www.slds.osu.edu/> or via email at slds@osu.edu.

Counseling and Consultation Service (Office of Student Life)

As a student you may experience a range of issues that can cause barriers to learning, 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. OSU offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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, Kellie Brennan, at titleix@osu.edu

STUDENT ADVOCACY INFORMATION & OTHER RESOURCES

Student Advocacy Center: Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy & DocuSeek)
- Synchronous course tools

CODE OF STUDENT CONDUCT/POLICIES

The Code of Student Conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

- The Code of Student Conduct can be accessed at: <http://studentlife.osu.edu/csc/>
- For information regarding IT/computer policies: <https://ocio.osu.edu/sites/default/files/assets/Policies/Responsible-Use-of-University-Computing-and-Network-Resources-Policy.pdf>
- For Residence Hall policies: <http://housing.osu.edu/living-on-campus/fees-contracts-policies/residential-living-handbook-code-student-conduct>
- For Parking policies: <http://osu.campusparc.com/home>

ACADEMIC INTEGRITY

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/>.

Plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you

understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (*Colleges of the Arts and Sciences Degree Planning Manual 2006-7*, pp. 34-35).

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WEEKLY SCHEDULE

date	general topic	class discussion	assignments (TP : team presentations)
Aug 23 week 1	introduction to course		
Aug 30 week 2	geographic concepts in human geography	space, place, territory	Massey 1993; Harvey 2006; Klinke
		<i>presentations: space, place, territory</i>	Jönsson (TP)
Sept 6 week 3		spatiality	Foucault; Leszczynski <i>optional: Ettliger</i>
		<i>presentations: spatiality</i>	Berman; Celata et al. (TP)
Sept 13 week 4		scale	Moore
		<i>presentations: scale</i>	Smith & Ley; Cobarrubius (TP)
Sept 20 week 5	fields of study	spatial & GIScience	Chisolm; Schuurman; Elwood & Wilson
		<i>presentations: spatial & GIScience</i>	McElroy (TP) ; Martin & Schuurman (TP)
Sept 27 week 6		Marxism	Massey 1979; Harvey 1996
		<i>presentations: Marxism</i>	Addie (TP); Thatcher et al.
Oct 4 week 7		political ecology	Robbins; Swyngedoux & Heynan; Rocheleau & Nirmal
		<i>presentations: political ecology</i>	Huber (TP); Hope (TP)
Oct 11 week 8		climatology (guest lecture, Alvaro Montenegro)	tbd
		<i>presentations: climatology (guest, Alvaro Montenegro)</i>	tbd (TP)
Oct 18 week 9		postcolonialism/decoloniality	Young; Said; McEwan
		<i>presentations: postcolonialism/decoloniality</i>	Lehuedé; Mohamed et al. (TP) ; <i>optional: Howson</i>
		poststructuralism	Dixon & Jones; Pickett et al.

Oct 25 week 10		<i>presentations: poststructuralism</i>	Hiemstra; Reeves (TP) <i>optional: Spence</i>
		feminism	Haraway; Peake
Nov 1 week 11		<i>presentations: feminism</i>	Fluri; Leszczynski & Elwood (TP) ; <i>optional: Kershaw; Wilson et al.</i>
		intersectionality & queer theory	Valentine; Oswin; <i>optional: Crenshaw</i>
Friday, Nov 4	final paper proposal due: email to N. Ettlinger as Word attachment		
Nov 8 week 12		<i>presentations: intersectionality & queer theory</i>	Luft; Moussawi (TP) ; <i>optional: Breton et al.</i>
		critical race theory & racial capitalism	Martinez; Blesdoe & Wright; Joshi et al. <i>optional: Gilmore</i>
Friday, Nov 11	final paper proposal due		
Nov 15 week 13		<i>presentations: critical race theory</i>	Coates (TP) ; Safransky
		Black geographies	Noxolo
Nov 22 week 14		<i>presentations: Black feminist geography</i>	Faria et al (TP)
		research as a political process	Fraser & Weninger; Kesby
Nov 29 week 15		<i>presentations: research as a political process</i>	Gibson-Graham; Cahill (TP) <i>optional: Gahman et al</i>
	discussion: final paper, last class		
Dec 6 week 16	tbd by class; reflection essays due by email (Word attachment)		
M Dec 12	final paper due: email as Word attachment		