



SYLLABUS

GEOG 4100

Space, Power and Political Geography

Spring 2023 (full term)

3 credit hours

In person

Time: Wednesdays 2:20-5:20pm

Location: Derby Hall 1080

COURSE OVERVIEW

Instructor

Name: Dr. Ariel Rawson

Email: rawson.29@osu.edu

Office location: 1020 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.

Prerequisites

There are no prerequisites for this class. However, this class is designed as a reading-intensive capstone seminar for students in the Urban, Regional and Global Studies (<https://geography.osu.edu/undergrad/majors/urg>) and Environment and Society specializations in the Department of Geography. Hence, background experience in Geography – and familiarity with basic geographical concepts, theories, and methodologies, at least at the 3000-level – will be assumed.

Course description

To provide Geography majors and minors in the Urban, Regional and Global Studies and Environment & Society degrees with a comprehensive examination of theory and practice in the field of human geography, this reading-intensive and discussion-centered seminar will examine important current theoretical, methodological, and empirical debates in human geography. Students will be prompted to think about research in human geography as mediated by time- and place- specific social, educational, and institutional contexts. Although the course focuses on current controversies and debates in human geography, we will also review the history of human geographic thought.

Course learning outcomes

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

- **Critically evaluate different theoretical and methodological approaches to human geography, each situated in specific spatial and temporal contexts** (Geography Program Goals A.1.a; A.1.c; A.1.d; A.1.e; A.2.a; A.2.b; A.2.c);
- **Review and critique complex ideas in cutting-edge human geography debates in their own words, and with a public non-academic audience in mind** (Geography Program Goals C.1.a.; C.1.c; C.1.d; C.1.e.; 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).

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% in person. All seminars 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 in the classroom in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. A and B grades require more work outside the classroom.

This course is a seminar: A seminar is not a lecture. In a lecture-formatted class, there is typically not a lot of interaction between the professor and the students; the professor talks, and the students take notes, occasionally asking questions. In contrast, **a seminar is a group learning exercise or workshop-style environment, anchored in reading and discussing texts, and featuring extensive communication among students and the professor.** Although the professor typically curates the seminar, **the students participate at least as actively as the professor in seminar discussions.** This means seminars **place much more responsibility on students.** Indeed, seminars are about **active learning – where students engage directly and intensively with class material through discussion and problem-solving.** Overall, seminars are pedagogically more productive than lectures, where learning is mostly transmissive or passive.

Geography 4100 is a 3-hour seminar. Three hours is a long time to be engaged in conversation, and you will need to be well- prepared. **Successful seminar participation requires that:**

- you read diligently and carefully before coming;
- you bring the readings to seminar so that you can anchor comments in the texts;
- you come armed with a series of questions and/or comments on the readings;
- you talk;
- you listen, carefully;
- you treat your colleagues with respect, meaning that you acknowledge their contributions and that you structure disagreement with your colleagues so that it is productive; and
- you take notes.

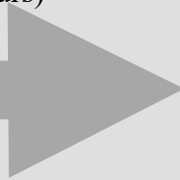
As described in the assignment section below, you are required to come to seminar with:

- **a printed readings for the week that are marked up with a system for notetaking;** and
- **a set of questions and/or comments** which will serve as prompts for our discussion

I will grade you on your question/comments, marked up readings, and engagement in discussion each week.

We will break the seminar into **two ~ 80 minute periods, with a 15-minute break in between.** You are welcome to visit the restroom or grab a coffee during the break, but you must be re-seated within 15 minutes.

Work expectations with respect to the weekly reading schedule: Each week you are expected to complete between 3 and 5 readings relevant to the topic under consideration. Some weeks have more readings than other weeks, and you should schedule your time carefully and accordingly. The readings I've assigned will require your focus and concentration. Your grade (see below) is based on coming to seminar ready to discuss the readings competently. In sum, your week should look something like this:

| Th | F | M | T | W |
|---|----------------------------|---|---|---|
| Download readings from the library website Read for seminar (1 hour) | Read for seminar (2 hours) | Read for seminar (2 hours) Visit office hours with questions | Prepare question and comment sheet (30 mins – 1 hour) | Attend seminar ready to be an active participant in our discussions (3 hours) |
| | | | |  |

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, but on average students will be responsible for 3 readings per week. **You are expected to find and download the readings from the university's library website, at library.osu.edu.** I will show you how to do this during the first week of classes. Readings listed in the schedule below with an asterisk are not available on the library website; I will upload these directly to Carmen. The majority of the readings comprise peer-reviewed journal articles; most of the readings that are not readily available on the university's library website are book chapters and/or book excerpts.

My 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 high 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!

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 of weekly discussion seminars | 20 |
| Prepared for weekly discussion (printed and marked readings) | 20 |
| Active engagement and participation in weekly discussions | 20 |
| Core assignment | 40 |
| Total | 100 |

See course schedule below for due dates.

Descriptions of major course assignments and policies

Attendance

At the start of each seminar, I will circulate an **attendance sheet**. You have until the end of the first period of the seminar to sign the sheet.

Preparation

After each seminar, I will post a grade (numerical equivalents for A, B, C, D, and E grades) for every student in the seminar. This will be based on your preparation for the weekly discussions. I will be looking for evidence that you are doing the **readings** by checking that you brought them to class **printed** and **marked up** using a notetaking system.

Active engagement and participation

After each seminar, I will post a grade (numerical equivalents for A, B, C, D, and E grades) for each student based on my qualitative assessment of your participation during the seminars. This includes **leading discussions** and **engaging productively** and respectfully with your peers over the readings. Your prepared comments and questions *will not* be handed in but assessed on the basis of deploying them during class. Your **questions and comments** should demonstrate considered engagement with the readings and anchored in specific arguments/paragraphs, but can address areas of confusion and uncertainty.

| Unsatisfactory 0-5 | Below Expectations 6-7 | Meets Expectations 8-9 | Impressive 10 |
|--|---|--|---|
| One or more unexcused absences. Rarely speaks or only speaks when called on. | Attends class but does not participate or volunteer much. Rarely speaks or only speaks when called on. | Attends class and participates/volunteers consistently and meaningfully. | Attends class and participates/volunteers frequently and meaningfully. Contributes new and/or interesting ideas to move discussion forward. |
| Not attentive and/or unprepared. | Not always attentive. Sometimes not well prepared. | Attentive, engaged, and prepared. | Attentive, engaged, and prepared. |
| Uses electronic devices during class for non-class related purposes. | Uses electronic devices during class for non-class related purposes. | Does not use electronic devices in class for non-class purposes. | Does not use electronic devices in class for non-class purposes. |
| Not always on task or not engaged during pair/group work. | Not always on task or not engaged during pair/group work. | On task and engaged during pair/group work. | On task and engaged during pair/group work. |

Core assignment

The goal of the core project is that students engage critically and creatively with at least one of the weekly topics – and hence with the seminar material and assigned readings for that week. I am open to a variety of projects, and as such I am expecting that you will brainstorm on an idea and approach me to arrange the specific contours for your core assignment. Rather than a term paper, I am anticipating a **range of possible formats** for your core assignment – podcast, online video, art installation, graphic novel, board game, screen play, musical performance, screen play, creative writing, etc. If I was accepting traditional term papers for your core assignment, I would be asking for **roughly 10 pages of doubled-spaced text**. What this means is that your project must consist of an **equivalent amount of work**. For example, if you created a boardgame, you would have to produce ten pages of text, which might include the game instructions as well as background notes on the readings/research you consulted in order to conceptualize the game. Similarly, if you opted for a graphic novel, I would expect the equivalent of ten pages of text in the form of the actual graphic novel and background notes.

- You are strongly encouraged to work in **teams of up to three people**. The workload requirements above apply to each member of a team, meaning that a three-member team would be responsible for documenting 30 pages of work.
- I will draw up **contracts** for the core assignment based on the plan that each student(s) brings to me during office hours. The contracts will outline exactly what you plan to deliver, so that you have clear guidelines in terms of deliverables. These contracts must be completed with me prior to the mid-point of the semester (**week 7**).
- I will explicitly **reward creativity** in terms of the format of the core assignment. I will post a grading rubric for the core assignment which outlines my expectations.
- The core assignment is NOT something that can be accomplished successfully at the end of the semester; this is something you'll need to be working on consistently throughout the semester. However, there will be an opportunity to work during on the project with your group members in class towards the end of the semester (**workshops**).
- Students will **presented their project to the class** during the scheduled finals day

Other expectations and policies for weekly seminar

Academic integrity and collaboration:

- My expectation is that you are in seminar and sign your own name. Signing for others will constitute a COAM violation.
- My baseline expectation is that students will be collaborative, constructive, and committed participants in team exercises and discussions. This includes knowing when to be quiet and allow

others in the group to weigh in on the readings. Measured listening is an important aspect of successful group work.

- Your core assignment should be your own original work. However, because you may work in teams, I am anticipating that ‘your own original work’ will be a product of collaborative group work. You should follow [MLA/APA/Chicago etc.] style to cite the ideas and words of your research sources, as per citation guidelines and expectations uploaded on Carmen.

Missed seminar?

- 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**.
- AND a weekly summary and set of questions are submitted **on time**. I will use these as evidence that you have done the readings and would otherwise be ready to participate. I will also introduce your questions during the seminar you’re missing.
- Otherwise, a missed seminar will count against your attendance grade.

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.**



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 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:** 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, 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 seminar:** It is my responsibility to ensure that students’ participation in seminar is orderly and respectful. **My core expectation is that students will, always and without any exceptions, act professionally and courteously in the seminar room.** I am expecting that your engagement with me, 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, or your peers, in a hostile manner, I will remove you from the seminar.
- ▶ **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.

| WEEK | TOPIC | DATE | DETAILS |
|------|------------------------------|-----------|---|
| 1 | SYLLABUS REVIEW AND PRO TIPS | 1.11.2023 | <p>Syllabus review: What are my expectations, and what are your responsibilities?</p> <p>Protips:</p> <ul style="list-style-type: none"> — How to read, and retain what you're reading — How to prepare for seminar — How to organize your work week — How to use the library — How to work in groups <p>Breakout group activity: What is geography? What are your key concepts and tools?</p> <p>Filling in the blank weeks on the syllabus: What are topics you want to read about?</p> |
| 2 | BLACK GEOGRAPHIES | 1.18.2023 | <p>MCKITTRICK, K. (2015). "Mathematics Black Life." <i>The Black Scholar</i> 44(2), pp. 16-28.</p> <p>BRUNO, T. (2022). "Ecological Memory in the Biophysical Afterlife of Slavery." <i>Annals of the American Association of Geographers</i> 0 (0): 1–11.</p> <p>MOULTON, A. (2022). "Towards the Arboreal Side-Effects of Marronage: Black Geographies and Ecologies of the Jamaican Forest." <i>Environment and Planning E: Nature and Space</i>, May, 25148486221103756.</p> <p>WRIGHT, W.J. (2020). "The Morphology of Marronage." <i>Annals of the American Association of Geographers</i> 110 (4): 1134–49.</p> <p>Explore webpage of THERESA HICE-FROMILLE</p> |
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|--------------------------------------|---|--|---|
| | <p style="text-align: center;">SPACE AS EPISTEMOLOGY AND ONTOLOGY</p> | <p style="text-align: center;">1.25.2023</p> | <p>MASSEY, D. (1993). "Power-Geometry and a Progressive Sense of Place". <i>Mapping the Futures</i> (eds.) J. Bird, B. Curtis, T. Putnam & G. Robertson. London, Routledge, pp. 59-69.</p> <p>BLUM, V. & A. SECOR. (2011). "Psychotopologies: Closing the Circuit between Psychic and Material Space." <i>Environment and Planning D: Society and Space</i> 29 (6): 1030–47.</p> <p>STEINBERG, P. & PETERS, K. (2015). "Wet Ontologies, Fluid Spaces: Giving Depth to Volume Through Oceanic Thinking." <i>Environment and Planning D: Society and Space</i> 33(2), pp. 247-264</p> <p>MCKITTRICK, K. (2021). <i>Dear Science and Other Stories</i>. Durham: Duke University Press Books. (<i>selected sections</i>)</p> |
| <p style="text-align: center;">4</p> | <p style="text-align: center;">IDENTITY, REFLEXIVITY & POSITIONALITY</p> | <p style="text-align: center;">2.1.203</p> | <p>HARAWAY, D. (1988). "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." <i>Feminist Studies</i> 14: 575–99.</p> <p>ROSE, G. (1997). "Situating Knowledges: Positionality, Reflexivities and Other Tactics." <i>Progress in Human Geography</i> 21(3), pp. 305-320.</p> <p>MAHTANI, M. (2014). "Toxic geographies: absences in critical race thought and practice in social and cultural geography." <i>Social & Cultural Geography</i> 15(4), pp. 359-367.</p> <p>NAGAR, R. (2014). "Reflexivity, Positionality, and Languages of Collaboration in Feminist Fieldwork" and "Representation, Accountability, and Collaborative Border Crossings: Moving Beyond Positionality". <i>Muddying the Waters: Coauthoring Feminisms Across Scholarship and Activism</i>. Urbana, University of Illinois Press, pp. 81-124.</p> |
| <p style="text-align: center;">5</p> | | <p style="text-align: center;">2.8.2023</p> | |

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|---|---|-----------|---|
| | <p>MOBILITY, MIGRATION & POPULATION</p> | | <p>SHELLER, M. & URRY, J. (2006). "The new mobilities paradigm." <i>Environment and Planning A</i> 38(2), pp. 207-226.</p> <p>MOUNTZ, A. et al. (2013). "Conceptualizing Detention: Mobility, Containment, Bordering, and Exclusion." <i>Progress in Human Geography</i> 37 (4): 522–41.</p> <p>CODDINGTON, K & J. WILLIAMS. (2022). "Relational Enforcement: The Family and the Expanding Scope of Border Enforcement." <i>Progress in Human Geography</i> 46 (2): 590–604.</p> <p>EMARD, K. and L. NELSON. (2021). "Geographies of Global Lifestyle Migration: Towards an Anticolonial Approach." <i>Progress in Human Geography</i> 45 (5): 1040–60.</p> |
| 6 | <p>SETTLER-COLONIALISM, SLAVERY & DECOLONIZATION</p> | 2.15.2023 | <p>TUCK AND YANG. (2012). "Decolonization Is Not a Metaphor." <i>Decolonization: Indigeneity, Education & Society</i> 1 (1): 1–40.</p> <p>GARBA AND SORENTINO. (2020). "Slavery Is a Metaphor: A Critical Commentary on Eve Tuck and K. Wayne Yang's 'Decolonization Is Not a Metaphor.'" <i>Antipode</i> 52 (3): 764–82.</p> <p>CURLEY, A. et al. (2022). "Decolonisation Is a Political Project: Overcoming Impasses between Indigenous Sovereignty and Abolition." <i>Antipode</i> 54 (4): 1043–62.</p> |
| 7 | <p>MAPPING, ETHNOGRAPHY, VISUALITY & EXHIBITIONS</p> | 2.22.2023 | <p>MALKKI, L. (1992). "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees." <i>Cultural Anthropology</i> 7(1), pp. 24-44.</p> <p>MITCHELL, T. (1988). "Egypt at the Exhibition". In <i>Colonising Egypt</i>. Berkeley, University of California Press, pp. 1-33.</p> |

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| | | | <p>ANDERSON, KAY. (1995). “Culture and Nature at the Adelaide Zoo: At the Frontiers of ‘Human’ Geography.” <i>Transactions of the Institute of British Geographers</i> 20 (3): 275–94.</p> <p>PERKINS, C. (2004). “Cartography - Cultures of Mapping: Power in Practice.” <i>Progress in Human Geography</i> 28 (3): 381–91.</p> <p>LAST DATE TO SUBMIT GROUP WORK CONTRACTS</p> |
| 8 | <p>GLOBAL ENVIRONMENTAL CHANGE</p> | <p>3.1.2023</p> | <p>OJEDA, D., SASSER, J., & E. LUNSTRUM. (2020). “Malthus’s Specter and the Anthropocene.” <i>Gender, Place & Culture</i> 27 (3): 316–32.</p> <p>CASTREE, N. & R. LAVE. (2022). “The Politics and Science of Climate Change – Revisiting Demeritt (2001).” <i>Progress in Human Geography</i> 46 (3): 926–31.</p> <p>DAVIS, J., et al. (2019). “Anthropocene, Capitalocene, ... Plantationocene?: A Manifesto for Ecological Justice in an Age of Global Crises.” <i>Geography Compass</i> 13 (5): e12438.</p> |
| 9 | <p>CRITICAL HEALTH GEOGRAPHIES</p> | <p>3.8.2023</p> | <p>NICHOLS, C & V CASINO. (2021). “Towards an Integrated Political Ecology of Health and Bodies.” <i>Progress in Human Geography</i> 45 (4): 776–95.</p> <p>MANSFIELD, B & J GUTHMAN. (2015). “Epigenetic Life: Biological Plasticity, Abnormality, and New Configurations of Race and Reproduction.” <i>Cultural Geographies</i> 22 (1): 3–20.</p> |
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| | SPRING BREAK | 3.15.2023 | NO CLASSES |
| 11 | WORKSHOP | 3.22.2023 | Work on group projects in class |
| 12 | STUDENT SELECTED TOPIC | 3.29.2023 | |
| 13 | STUDENT SELECTED TOPIC | 4.5.2023 | |
| 14 | WORKSHOP | 4.12.2023 | Work on group project, in class |
| 15 | WORKSHOP | 4.19.2023 | Work on group project, in class |
| 16 | FINAL PROJECT DUE | 4.26.2023 | DUE IN PERSON, LATE AFTER 5 PM |