

Space, Power, and Political Geography (GEOG 3600)

Spring 2023 * The Ohio State University at Newark * 29707

Class Day, Time, Location: Mondays, 5:30 - 8:15pm

Southeastern Correctional Institute (SCI)
5900 BIS Rd SW.; Lancaster, OH 43130

Instructor: Kenneth D. Madsen, Ph.D.,

Associate Professor of Geography

Office Hours: Mon. 11a-12n in office, by phone, or via Zoom

Mon. 2:30-3:30p at SCI every other week (see schedule)
before/after class as time permits; by appointment

Contact: madsen.34@osu.edu (740) 364-9643 ofc.

182 LeFevre Hall (520) 993-1707 cell

Zoom – <https://zoom.us/join> mtg. ID = 732 336 3682



password = borders

Textbooks: individual readings as listed in syllabus

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 - contributing to the conversation is part of the points to be earned here. This should be balanced with welcoming and making space for others to participate as well.

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 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 1/30/23), (Glassner & Fahrer, p. 14). You may also provide a general description (Fox News, late February 2023) 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. If you are able to type your reflection, please do so. Reflections should be submitted in paper (as opposed to electronic) format.

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 may be deducted for late submissions. Discuss your situation with the 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.

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

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

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 campus disability services.

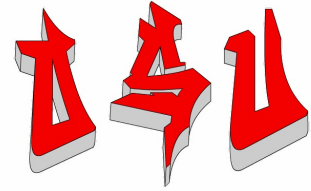
<https://newark.osu.edu/students/student-life/disability-services.html>

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.

updated: 1/13/23

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Tentative Course Schedule:

Reading/assignment in-class Jan. 9 / Jan. 11:

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

Jan. 9 (Mon.): 5:30-8:15p (SCI students)

Jan. 11 (Wed.): 6:00-8:00p class orientation (campus students)

Newark campus

Reading/assignment in-class Jan. 16:

- work ahead for next week

Jan. 16 (Mon): no class

MLK Day

Reading/assignment for Jan. 23:

- 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. 23: 3:30p SCI volunteer/PREA training (campus students)

- all: get to know each other
- develop class dialogue guidelines
- first week & syllabus review
- sample reading quiz
- what is political geography?
- small group reflections (written, bullet-points)
- whole class reflections (verbal)

Reading/assignment for Jan. 30:

- 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. 30: warm-up activity

SCI office hours 2:30-3:30p

reading quiz #1

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

Reading/assignment for Feb. 6 / Feb. 8:

- Glassner & Fahrer (2004) - Perceptions of the Political World (Ch. 3)
- Henrikson (1999) - The Power and Politics of Maps
- **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. 6 (Mon.): SCI student debrief starting at 5:30p
meeting with all starting at 6:15p
all: in-person get-acquainted activities
perceptions of the political world
preview of graffiti

Feb. 8 (Wed.): campus student debrief, 6-7p

Zoom

Reading/assignment for Feb. 13:

- Harley (2009) - Maps, Knowledge, and Power
- Moreau & Alderman (2011) - Graffiti Hurts and the Eradication of Alternative Landscape Expression

Feb. 13: graffiti as communication, belonging
political ideologies and protest
reading quiz #2

SCI office hours 2:30-3:30p

Reading/assignment for Feb. 20:

- 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. 20: the geography of graffiti and political protest
reading quiz #3
exchange, review, discuss reflection drafts

Reading/assignment for Feb. 27:

- 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. 27: the political geography of governance

SCI office hours 2:30-3:30p

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 6:

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

March 6: 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 13:

- review materials from first half of the semester
- get caught up if you are late on anything
- self-assess how you are doing so far in class and what you might want to change
- optional: read ahead / work on small group projects to get a head start on post-Spring Break

March 13: no class

Spring Break

Reading/assignment for March 20:

- 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 20: nation-states

SCI office hours 2:30-3:30p

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 27:

- 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 27: 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 April 3:

- 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

April 3: borders

SCI office hours 2:30-3:30p

reading quiz #8

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

Reading/assignment for April 10:

- 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
 - optional: Madsen (2014) - Blue Indians: Teaching the Political Geog. of Imperialism with Film
- individual contributions to group project

April 10: 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
- political geography in film

Reading/assignment for April 17:

- Sharp (2008) - Feminist and Postcolonial Engagements
- Mexico Indígena readings (2010)
- 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 17: post-colonization

SCI office hours 2:30-3:30p

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 24:

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

April 24: present group projects

closing ceremony

course evaluations #1 (standard, SEIs)

class wrap-up

Reading/assignment for May 1 / May 3:

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

May 1 (Mon.): (Inside students)

May 3 (Wed.): regular class time (Outside students)

Newark campus

class debrief

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

political geography beyond GEOG 3600

updated: 1/13/23

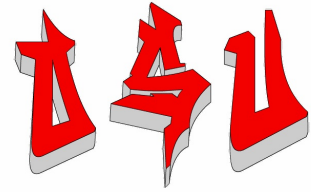
sample group projects ideas:

- Ohio redistricting and gerrymandering
- immigration debates
- graffiti and alternatives
- banal nationalism and schools (or prisons, or universities)
- incarceration in the U.S. compared to other countries
- felon disenfranchisement
- concepts from political geography in books and film
- pandemic responses
- Native American land acknowledgments
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NEW (Autumn 2022 and later) General Education Requirements



Under the “new” GE requirements, this course meets the requirement to take a **Foundations** course in **Social and Behavioral Sciences**.

Goals and expected learning outcomes met by this requirement:

- GOAL 1:** Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.
- Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.
 - Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
- GOAL 2:** Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.
- Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
 - Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.
 - Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

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 geography (and the sub-discipline of political geography in particular) can help us understand our communities, our country, and our world (Goals 1a, 1b, 2a)
- * learning geographic concepts in the context of political dynamics (Goal 1a, 1b, 2a)
- * interactions with and interpretations of the world around us (Goal 2a)
- * consideration of how the sub-discipline of political geography and its use has sometimes been complicit in oppression and how it can alternatively be used to counter such efforts (Goals 2b, 2c)
- * a better understanding of the political environment and its geographic basis; also, identification of where problems or opportunities for change exist (Goals 2b, 2c)

For more information on OSU's new general education requirements, visit:

<https://artsandsciences.osu.edu/advising/general-education-requirements/new-ge-requirements>

See also:

<https://oaa.osu.edu/ohio-state-ge-program>

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

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

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

LEGACY (pre-Autumn 2022) General Education Requirements

If you started at OSU prior to Autumn 2022 and are completing your curriculum under what are known as the "legacy" GE requirements, this course meets the **Social Science - Organizations and Politics** requirement.

Goals and expected learning outcomes met by this requirement:

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 (ELOs):

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 our communities, our country, and our world (ELO # 1)
- * interactions with and interpretations of the world around us (ELOs # 2 & 3)
- * recognition of the persistency and malleability of political systems (ELOs # 2 & 3)
- * a better understanding of the political environment and its geographic basis; also, identification of where problems or opportunities for change exist (ELO # 3)

For more information about OSU's legacy general education requirements, visit:

<https://artsandsciences.osu.edu/advising/general-education-requirements/legacy-ge-requirements>

See also:

<https://oaa.osu.edu/ohio-state-ge-program>

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

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

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

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