



SYLLABUS GEOG 3600

Space, Power, and Political Geography

Spring 2025 (full term)

3 credit hours

In person, no remote option

Day: Monday, Wednesday, Friday

Time: 11:30am-12:25pm

Location: McPherson Lab (MP) 1015,

<https://registrar.osu.edu/staff-resources/class-catalog-and-space/general-assignment-rooms/mp1015/>



The U.S.-Mexico border in 2024. Image from <https://www.pewresearch.org/politics/2024/02/15/how-americans-view-the-situation-at-the-u-s-mexico-border-its-causes-and-consequences/>

COURSE OVERVIEW

Instructor

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

Email: coleman.373@osu.edu

Office location: 1063B Derby Hall

Office hours: Thursdays, 10-11:30am

- Office hours are not individualized; you can expect multiple visitors during office hours, and a collective, group-style discussion.

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 Canvas.

Teaching Assistant

Name: Kat Finneran , <https://energyfuture.osu.edu/kat-finneran>

Email: finneran.57@osu.edu

Office location: 1155 Derby Hall

Office hours: Wednesdays, 12:30-3:30pm

Prerequisites

There are no prerequisites for this class. You are free to take this class without ever having taken a Geography class beforehand. However, because this class is routinely taken by students in my department's Social and Environmental Geography specialization (<https://geography.osu.edu/undergrad/majors/social-and-environmental-geography>), in fulfillment of the Geography B.A., our classwork will be centered on geographical concepts, theories, and methodologies, as well as disciplinary debates. For the uninitiated, don't fret! If you are interested in taking more classes in Geography, come and see me.

Course description

Political geography is a subfield within human geography. A strict definition of political geography is difficult due to the diversity of ways in which political geographers approach their

subdiscipline—as we shall see! However, studying the **spatial dimensions of power** is core to most political geography research.

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

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

Course learning outcomes

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

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

General education expected learning outcomes

This class fulfills the **Social and Behavioral Sciences Foundation** category of the **General Education—New (GEN)** curriculum.

This class fulfills the **Social Science—Organizations and Politics** category of the **General Education-Legacy (GEL)** curriculum. In the GEL context, this course is designed to prepare students to be able to do the following:

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

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

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

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

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

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

HOW THIS COURSE WORKS

Mode of delivery: This course is **100% in person**. All lectures and office hours will be held on campus. **If I get sick, and coming to campus is not an option, I will post a Zoom-based video lecture on Carmen Canvas in place of meeting as a group.**

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

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

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

I will upload all the readings to the Carmen Canvas website.

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

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

Recommended/optional

There are a number of very good political geography-centered dictionaries and encyclopedias available for free as e-books through the university library website. 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.

These are somewhat dated resources but are nonetheless useful in terms of understanding the history behind concepts.

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

Other fees or requirements

- N/A

Course technology

Technology support

For help with your password, university email, Carmen Canvas, 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 Canvas (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 Canvas access

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

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

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance	10
Reading analysis	20
Borders and boundaries team assignment	20
Midterm exam, take home, open book	25
Final exam, take home, open book	25
Total	100

See assignment descriptions and course schedule below for due dates.

Descriptions of major course assignments and late policy

Attendance

Description: At the start of each class the TA will circulate an attendance sheet. You have until the end of class to sign the sheet. You won't be able to sign the attendance sheet after the end of class. **We will start taking attendance at the beginning of week 2.**

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

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

Critical reading analysis

Description: You are responsible for handing in one critical reading analyses during the semester.

The reading analysis must be handed in prior to Spring Break, i.e., no later than March 7, 2025, at 11:30 a.m. You can hand in the analysis at any point prior to that deadline. We strongly encourage early submissions.

Your critical reading review must be **4-5 pages in length (~1,000-1,200 words), double-spaced with regular 1" margins, excluding bibliography.**

What is a critical reading review? A critical reading review **evaluates** and **interprets** a piece of literature, such as a book, article, or essay. The goal of a critical reading review is to provide a **thoughtful and well-reasoned assessment of the work, examining its strengths, weaknesses, and contributions.** This type of review **goes beyond summarizing the content and involves a deeper engagement with the ideas presented.** A critical reading review provides you with an opportunity to demonstrate your grasp of the material, engage in a critical dialogue with the author's ideas, and contribute to the conversation started by the author.

We do not want a personal assessment of the piece you choose to review and analyze. Instead, you should **evaluate or assess the reading with respect to other readings and/or material in the class (lecture material, lecture videos, etc).** The goal is to put readings and other modes of class material in conversation with one another.

A critical reading review should be **detail-oriented**, and as such should take the form of a 'close reading'. Reading 'closely' means **digging into a text—often at the level of specific paragraphs or anchor points rather than the text as a whole—and extracting a core**

argument. Reading ‘closely’ means **avoiding vague references to a text**, as well as generalizations or claims not based in the reading.

A critical reading review is not a blow-by-blow recap. However, you are going to need to **summarize specific elements of the article/book** to write your review. Be careful with the amount of time you dedicate to your summary! Summarize only what you need to assess the author’s argument. As a rule of thumb, **you should keep your review or summary to one page and reserve the remainder of your critical reading review, i.e., 3 pages+, for your assessment.**

A good reading analysis will include a **focused thesis statement** and **conclusion** that helps the reader follow your review and assessment.

There is a grading rubric for the critical reading analysis on Carmen Canvas. See also Appendix A. Please **consult that metric before you start writing your reading analysis.**

Academic integrity and collaboration:

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

Your reading reviews will be checked on Carmen Canvas for plagiarism using a built-in TurnItIn application. You will receive a plagiarism score when you submit your reviews.

The TurnItIn app will generate a ‘similarity score’ which finds matching or highly similar text in your submission—measured against a comprehensive bank of sources, including previously submitted material. The app will not count material that is properly cited, or bibliographic entries.

Your TurnItIn results will be returned according to a color code:

Blue: No matching text

Green: One word to 24% matching text

Yellow: 25-49% matching text

Orange: 50-74% matching text

Red: 75-100% matching text

If you receive a yellow score (25-49% matching text), you will be automatically ineligible for a grade higher than a C for the assignment in question.

If you receive an orange score you will be automatically ineligible for a grade higher than a D (50-74% matching text) for the assignment in question. In most cases, an orange score will earn you a failing grade.

A red score (75-100% matching text) will be considered an E. No exceptions.

There will be **no late submissions or extensions** for the critical reading analyses.

Borders and boundaries team assignment

Description: **This assignment is an ethnographic exercise on campus focused on borders and boundaries. It is a team project. I will post clear instructions for the assignment online; we will also discuss the assignment in class on February 26 and February 28.**

There is a grading rubric for the assignment on Carmen Canvas. See also Appendix B. Please **consult that metric before you start your group project.**

Academic integrity and collaboration: The assignment is open book, meaning that you can consult the readings, your lecture notes, and lectures slides while preparing the exams. You are expected to work in groups.

The assignment is due April 21, 2025 before 11:30 a.m. There will be **no late submissions or extensions** for the borders and boundaries assignment.

Take-home midterm exam

Description: **During the first week of class I will unlock a 3-question midterm exam on Carmen Canvas. The exam will be due week 8 no later than 11:30 a.m. on February 28 via Carmen Canvas.** You will have a strict word limit of 900 words for each answer, excluding bibliography. This is a tight word limit, meaning that editing will play a very important role in the midterm. I will post a comprehensive grading rubric and a citation guide for the midterm on Carmen Canvas.

Academic integrity and collaboration:

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

There is a grading rubric for the exams on Carmen Canvas. See also Appendix C. Please **consult that metric before you start writing your exams.**

Late handing in the midterm? For the midterm exam, there is a 10% penalty per 24-hour period after the due date. The 10% penalty applies the minute the deadline has been missed, i.e., at 11:31 p.m. on 2/28/2025. This means that if you are late with the exam, you should hold on to it for 24 hours to maximize your work time. Handing in a late exam before the 24 hours has expired means that you are not making full use of the time you have effectively gained with

the 10% penalty. **If you are handing in a late exam, please email me and the TA to let us know.**

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

Take-home final exam

Description: On the day the midterm is due I will unlock a 3-question final exam on Carmen Canvas. The final exam will be due week 16 no later than 12:30 p.m. on April 25 via Carmen Canvas. You will have a strict word limit of 900 words for each answer. This is a tight word limit, meaning that editing will play a very important role in the final. I will post a comprehensive grading rubric and a citation guide for the final exam on Carmen Canvas.

There is a grading rubric for the exams on Carmen Canvas. See also Appendix B. Please **consult that metric before you start writing your exams.**

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

Late handing in the final exam? For the final exam, there is a 10% penalty per 24-hour period after the due date. The 10% penalty applies the minute the deadline has been missed, i.e., at 12:31 p.m. on 4/22/2024. This means that if you are late with the exam, you should hold on to it for 24 hours to maximize your work time. Handing in a late exam before the 24 hours has expired means that you are not making full use of the time you have effectively gained with the 10% penalty. **If you are handing in a late exam, please email me and the TA to let us know.**

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

Faith accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system regarding examinations, other academic requirements or absences, are required to provide the

instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Grading scale

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

The above qualitative language on grades is adopted from <https://trustees.osu.edu/index.php?q=rules/university-rules/chapter-3335-8-instruction.html>

Instructor feedback and response time

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

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

OTHER COURSE POLICIES

Discussion and communication guidelines

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

- ▶ **Email communication style:** My TA and I expect proper email etiquette. This means using your osu.edu email address for communication, writing the subject of your email in the subject line, identifying which class you're taking with me, being concise, not writing in block letters, using spell check, not deleting prior communications on your reply, and ending with a signature that includes your contact information. I am also expecting that you address me and the TA formally. You can find useful information on how to communicate via email at <https://onpace.osu.edu/modules/polishing-your-job-etiquette-skills/communicate-as-a-professional/e-mail-etiquette-content-area>
- ▶ **Tone and civility during lecture:** I **welcome your active participation during the lectures** in the form of questions regarding the material at hand. However, because it is my responsibility to ensure that students' participation in class is orderly and respectful, **my core expectation is that students will, at all times and without any exceptions, act professionally and courteously in the classroom.** I am expecting that your engagement with me, with your TA, and especially with your peers, is not hostile or derisory, and that you respect social difference. **I will not tolerate language that is racist, sexist, patriarchal or homophobic.** If you use derisive or hateful language, or otherwise engage me, your TA, or your peers in a hostile manner, I will remove you from the class.
- ▶ **Tone and civility during office hours:** Office hours are not individualized; you can expect multiple visitors. As a result, let's maintain a supportive learning community during office hours where everyone feels safe and where people can disagree amicably.

Academic integrity policy

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

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

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

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

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

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Using Artificial Intelligence (AI) in this class

AI can be useful in a pedagogical context. For example, AI can help summarize or clarify difficult texts. AI can assist with grammar and language acquisition, especially for ESL students. AI can also act as a brainstorming tool.

However, AI has significant limitations. For example, **it can generate incorrect or incomplete information, and oftentimes fails to provide accurate summaries of published scholarly work.** It can **generate fabricated evidence and generate bias.** AI tools can also be very easily misled by users, either intentionally or otherwise. Perhaps most importantly, AI **can include plagiarized text without proper attribution.** This means that if you use AI-generated text that is plagiarized, you will be held accountable for any COAM implications, noted above. For more on the promises and pitfalls of AI, see <https://teaching.resources.osu.edu/teaching-topics/ai-considerations-teaching-learning>.

The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in this course for the following activities related to work you are handing in for a grade:

- Brainstorming ideas
- Refining ideas
- Finding information on a topic
- Drafting an outline to organize your thoughts
- Checking grammar, spelling, and style

If you are using AI to find information on a topic, I highly advise using a second source to validate that information.

The use of generative AI tools is not permitted in this course for the following activities related to work you are handing in for a grade:

- **Writing drafts of assignments**
- **Writing entire sentences, paragraphs, or assignments**

If you use AI tools:

- You must first **consult with me or the TA**, as well as **provide precise details on how you will use AI and to what end**, as per the rules above. If you do not consult with us, and do not receive written approval to use AI, you cannot use it.
- If you use generative AI in your work, **you must document, in detail, how and where you used it**. For example, you can use footnotes to indicate where you used AI in an assignment, in much the same way you might cite a source.
- **You are responsible for any information you submit in an assignment using generative AI, keeping in mind the points raised above about the fallibility of AI-generated information. If an AI tool generates plagiarized content, and you use it, you are responsible for the plagiarized content as per COAM.**

Student Services and Advising

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

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.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Land Acknowledgement

We 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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. 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 Canvas course for up-to-date assignment due dates. The course schedule can be updated at the discretion of the instructor throughout the semester to address student needs.

There are **21 assigned readings** in the schedule, below. These are distributed unequally across the semester, with a majority (n=15) coming prior to Spring Break. After Spring Break there are fewer readings and the expectation is that you are spending a majority of your non-clas time working on assignments. Excluding MLK and Spring Break, there are 42 class meetings, meaning that exactly **50% of the classes have assigned readings**.

My expectation is that students come to class having completed the readings ahead of time.

WK		TOPIC	DATE	DETAILS
1	A	SYLLABUS REVIEW & PRO TIPS	1.6.2025	Review the class syllabus
	B	SPACE AND POWER—AN INTRO	1.10.2024	STORY, DAVID (2009) . "Political Geography". In <i>International Encyclopedia of Human Geography</i> , edited by R. Kitchin and N. Thrift. Oxford: Elsevier, pp. 243-253.
	C	'NORMAL' AND 'REVOLUTIONARY' PARADIGMS IN POLITICAL GEOGRAPHY	1.12.2024	
2	A	CORE CONCEPTS—ABSOLUTE SPACE	1.13.2025	WOLF, BARNEY (2010) . "Absolute Space". In <i>SAGE Reference Encyclopedia of Geography</i> , edited by B. Wolf. Thousand Oaks: SAGE Publications, 6pp. https://sk.sagepub.com/reference/geography/n2.xml
	B	CORE CONCEPTS—RELATIVE SPACE AND RELATIONAL SPACE	1.15.2025	WOLF, BARNEY (2010) . "Relative/Relational Space". In <i>SAGE Reference Encyclopedia of Geography</i> , edited by B. Wolf. Thousand Oaks: SAGE Publications, 6pp. https://sk.sagepub.com/reference/geography/n974.xml
	C	PARADIGMS—SPATIAL QUANTITATIVE POLITICAL GEOGRAPHY AFTER WWII	1.17.2025	BARNES, TREVOR (2015) . "Desk Killers: Walter Christaller, Central Place Theory and the Nazis". In <i>Geographies of Knowledge and Power</i> , edited by P. Meusburger, D. Gregory and L. Suarsana. Rotterdam: Springer Netherlands, pp. 187-201.
3	A	MLK JR DAY	1.20.2025	NO CLASSES – OFFICES CLOSED
	B	PARADIGMS—REGIONS AND WORLD SYSTEMS	1.22.2025	No reading
	C	PARADIGMS—MARXIST POLITICAL GEOGRAPHY AND THE CIRCUIT OF CAPITAL	1.24.2025	HARVEY, DAVID (1975) . "The Geography of Capitalist Accumulation: A Reconstruction of the Marxian Theory". <i>Antipode</i> , Vol. 7(2), pp. 9-21.
4	A	PARADIGMS—MARXIST POLITICAL GEOGRAPHY AND CAPITALIST CRISIS	1.27.2025	GILMORE, RUTH (1999) . "Globalization and U.S. Prison Growth: from Military Keynesianism to post-Keynesian Militarism". <i>Race & Class</i> 40 (2-3), pp.171-188.

				LOYD, JENNA & GILMORE, RUTH (2012). "Race, Capitalist Crisis, and Abolitionist Organizing: An Interview with Ruth Wilson Gilmore, February 2010. In <i>Beyond Cages and Walls: Prisons, Borders, and Global Crisis</i> , eds. J. Loyd, M. Mitchelson and A. Burrige, pp. 42-54. Athens: University of Georgia Press.
	B	1968 AND GEOGRAPHY IN THE STREETS	1.29.2025	KOOPMAN, SARA (2024). "Will the Real People's Geography Please Stand Up? Community, Public, and Participatory Geographies in Conversation." <i>Geography Compass</i> , Vol. 18(4). Review Jen Mapes and Sara Koopman's digital archive of the Kent State massacre at https://mappingmay4.kent.edu/about
	C	GENTRIFICATION—THE RENT GAP	1.31.2025	No reading
5	A	GENTRIFICATION—POLICE AND SPACE	2.3.2025	RAMÍREZ, MARGARET (2020). "City as Borderland: Gentrification and the Policing of Black and Latinx Geographies in Oakland." <i>Environment and Planning D: Society and Space</i> , Vol. 38(1), pp. 147-166.
	B	PARADIGMS—LOCALITIES STUDIES CORE CONCEPTS—PLACE	2.5.2025	MASSEY, DOREEN (1991). "The Political Place Of Localities Studies". <i>Environment and Planning A</i> , Vol. 23(2), pp. 267-281.
	C	CORE CONCEPTS—SCALE	2.7.2025	No reading
6	A	PARADIGMS—POSTSTRUCTURAL URBAN FORM AND ARCHITECTURE	2.10.2025	GROSZ, ELIZABETH (2001). "Architecture from the Outside" and "Cyberspace, Virtuality and the Real" in <i>Architecture from the Outside: Essays on Writing Virtual and Real Space</i> . Massachusetts: MIT Press, pp. 57-74, 75-90.
	B	PARADIGMS—QUESTIONING KNOWLEDGE AND AUTHORITY IN POSTSTRUCTURALISM	2.12.2025	No reading
	C	ANDY WARHOL AND THE SPATIAL LOGIC OF LATE CAPITALISM	2.14.2025	No reading
7	A	HENRI LEFEBVRE—THE PRODUCTION OF SPACE	2.17.2025	MERRIFIELD, ANDREW (1993). "Place And Space: A Lefebvrian Reconciliation." <i>Transactions of the Institute of British Geographers</i> , Vol. 18(4), pp. 516-531.
	B	HENRI LEFEBVRE—SPATIAL PRACTICE, REPRESENTATIONS OF SPACE, SPACES OF REPRESENTATION	2.19.2025	Consult Lefebvre handout on Carmen Canvas
	C	HENRI LEFEBVRE—SPATIAL DIALECTICS, THIRDSPEACE	2.21.2025	
8	A	TERRITORY AND TERRITORIALITY	2.24.2025	PAINTER, JOE (2010). "Rethinking Territory". <i>Antipode</i> , Vol. 42(5), pp. 1090-1118.

	B	BORDERS AND BOUNDARIES	2.26.2025	CASEY, EDWARD S. (2011). "Border Versus Boundary at La Frontera". <i>Environment and Planning D: Society and Space</i> , Vol. 29(4), pp. 384-398.
	C	BORDERS AND BOUNDARIES ASSIGNMENT REVIEW AND DISCUSSION	2.28.2025	Review borders and boundaries assignment online MIDTERM DUE—SUBMIT VIA CARMEN CANVAS DROPBOX, BEFORE 11:30AM
9	A	STATES AND STATE POWER—SOVEREIGNTY	3.3.2025	No reading
	B	STATES AND STATE POWER—DISCIPLINE	3.5.2025	No reading
	C	STATES AND STATE POWER—BIOPOLITICS	3.7.2025	No reading LAST DATE TO HAND IN CRITICAL READING ANALYSIS—SUBMIT VIA CARMEN CANVAS DROPBOX, BEFORE 11:30AM
10		SPRING BREAK	3.10.2025	NO CLASSES, OFFICES OPEN
		SPRING BREAK	3.12.2025	NO CLASSES, OFFICES OPEN
		SPRING BREAK	3.14.2025	NO CLASSES, OFFICES OPEN
11	A	GEOPOLITICS—HALFORD MACKINDER'S PLANETARY VISION	3.17.2025	BASSIN, MARK (2022). "Everything Is Revealed in Maps": The European Far Right and the Legacy of Classical Geopolitics during the Cold War." <i>Geopolitics</i> Vol. 28(5), pp. 1843-1867.
	B	GEOPOLITICS—CLASSICAL IMPERIALISM AND THE BERLIN CONFERENCE	3.19.2025	No reading
	C	GEOPOLITICS—EMPIRE, WITH ROSA LUXEMBURG	3.21.2025	No reading
12	A	BORDERS AND BOUNDARIES ASSIGNMENT	3.24.2025	No in-person class No reading Group work in support of your team assignment
	B	BORDERS AND BOUNDARIES TEAM ASSIGNMENT	3.26.2025	No in-person class No reading Group work in support of your team assignment
	C	BORDERS AND BOUNDARIES TEAM ASSIGNMENT	3.28.2025	No in-person class No reading Group work in support of your team assignment
13	A	POWER AND SPACE 2.0—TOPOGRAPHY I	3.31.2025	No reading
	B	POWER AND SPACE 2.0—TOPOGRAPHY II	4.2.2025	CHOW, REY (2010). "The Age of the World Target: Atomic Bombs, Alterity, and Area Studies". <i>The Rey Chow Reader</i> . New York: New York University Press, pp. 2-20.
	C	POWER AND SPACE 2.0—TOPOLOGY AND WAR	4.4.2025	Make a Mobius strip https://www.wikihow.com/Make-a-Mobius-Strip
14	A	POWER AND SPACE 2.0—EFFECT	4.7.2025	CAMPBELL, HOWARD, & JOSIAH M. HEYMAN (2007). "Slantwise: Beyond Domination and Resistance on the Border". <i>Journal of Contemporary Ethnography</i> 36 (1), pp. 3-30.

	B	POWER AND SPACE 2.0—AFFECT AND EMOTION	4.9.2025	WOODWARD, KEITH & BRUZZONE, MARIO (2015). "Touching Like a State". <i>Antipode</i> , Vol. 47(2), pp. 539-556.
	C	POWER AND SPACE 2.0—OBJECT	4.11.2025	SUNDBERG, JUANITA (2011). "Diabolic Caminos in the desert and cat fights on the Río: A Posthumanist Political Ecology of Boundary Enforcement in the United States–Mexico Borderlands". <i>Annals of the Association of American Geographers</i> , Vol. 101(2), pp. 318-336.
15	A	POWER AND SPACE 2.0—INFRASTRUCTURE	4.14.2025	No reading
	B	POWER AND SPACE 2.0—ASSEMBLAGE	4.16.2025	No reading
	C	POWER AND SPACE 2.0—(IM)MOBILITY STUDIES	4.18.2025	PETEET, JULIE (2016). "Camps and Enclaves: Palestine in the Time of Closure." <i>Journal of Refugee Studies</i> , Vol. 29(2), pp. 208-228.
16	A	POWER AND SPACE 2.0—ANTHROPOCENE	4.21.2025	PULIDO, LAURA (2018). "Racism and the Anthropocene". In <i>The Remains of the Anthropocene</i> , edited by G. Mitman, R. Emmett and M. Armiero. Chicago, University of Chicago Press, pp. 116-128. DUE DATE FOR BORDERS AND BOUNDARIES TEAM ASSIGNMENT—SUBMIT VIA CARMEN CANVAS DROPBOX BEFORE 11:30AM
		FINAL EXAM	4.25.2025	FINAL EXAM DUE—SUBMIT VIA CARMEN CANVAS DROPBOX BEFORE 12:30PM GRADUATING SENIORS GRADES WILL BE POSTED BY TUESDAY APRIL 29,2025 5PM NON-GRADUATING STUDENTS' GRADES WILL BE POSTED BY MAY 5, 2025 11:59PM

Appendix A.

CRITICAL READING ANALYSIS GRADING RUBRIC						
Grader: _____		Late penalty (circle): Y N			Late penalty: _____ %	
Student name: _____	An "A" grade: outstanding performance, <i>in comparison to other peers</i>	An "A-" grade: very good performance, <i>in comparison to other peers</i>	A "B+", "B" and "B-" grade: above average performance, <i>in comparison to peers</i>	A "C+", "C" and "C-" grade: average performance, <i>in comparison to peers</i>	A "D+" and "D" grade: low but acceptable performance, <i>in comparison to peers</i>	An "E" grade: unacceptable performance, <i>in comparison to peers</i>
	10 or 19-20	9 or 17-18	8 or 15-16	7 or 13-14	6 or 11-12	<5 or <10
Accurate summary—20 pts <i>Is your reading summary accurate? Exhaustive?</i>						
Creative critique/engagement—20 pts <i>We will reward the creativity of your critique and overall engagement with the article. Does your evaluation or assessment of the reading make sense?</i>						
Incorporate other readings—10 pts <i>Use two additional readings—or more—from the syllabus to bolster your analysis. Does the choice of supplementary readings make sense?</i>						
Incorporate lecture material—10 pts <i>Use material from lectures to bolster your analysis. Does the choice of lecture material make sense?</i>						
Organization and clarity—10 pts <i>Is your reading review well-organized, with a clear thesis statement and focused paragraphs? Are you being explicit about your assessment? Or are you making the reader guess at what you're saying?</i>						
Use of direct/indirect citations—10 pts <i>See the additional instructions for citations rules.</i>						
Spelling and grammar—10 pts <i>Proofread!</i>						
Length—10 pts <i>Your analysis will be 1,000-1,200 words, excluding bibliography. Sub-1,000-word answers will be graded incomplete and scored at E.</i>						
Totals						
Total /100	Brief comments					

Appendix B.

Grading rubric, Geography 3600, Border and Boundary Ethnographic Exercise

Students:

	Excellent		Very good		Good	Adequate		Weak	Poor
	100	95	90	85	80	75	70	65	≤ 60
	A	A	A-	B+	B	C+	C-	D	
Creative choice of border/ boundary	100	95	90	85	80	75	70	65	≤ 60
Comprehensive fieldnotes	100	95	90	85	80	75	70	65	≤ 60
Creative format of report	100	95	90	85	80	75	70	65	≤ 60
Demonstrated teamwork	100	95	90	85	80	75	70	65	≤ 60
Clear discussion of theoretical concepts	100	95	90	85	80	75	70	65	≤ 60
Convincing application of concepts to chosen site	100	95	90	85	80	75	70	65	≤ 60
Creative application of concepts to chosen site	100	95	90	85	80	75	70	65	≤ 60
Ability to link commonplace practices to complex concepts	100	95	90	85	80	75	70	65	≤ 60
Spelling, grammar, punctuation	100	95	90	85	80	75	70	65	≤ 60
Writing quality (clear, persuasive)	100	95	90	85	80	75	70	65	≤ 60
Appropriate citation, bibliography	100	95	90	85	80	75	70	65	≤ 60
Overall	100	95	90	85	80	75	70	65	≤ 60

Appendix C.

MIDTERM EXAM AND FINAL EXAM GRADING RUBRIC						
Student: _____ Late penalty (circle): Y N Late penalty: ____%. Grader initials: _____	An "A" grade indicates outstanding performance , in comparison to other students	An "A-" grade indicates very good performance , in comparison to other students	A "B+", "B" and "B-" grade indicates above average performance , in comparison to other students	A "C+", "C" and "C-" grade indicates average performance , in comparison to other students	A "D+" and "D" grade indicates low but acceptable performance , in comparison to other students	An "E" grade indicates that the student has unacceptable performance , in comparison to other students
Numerical grade	20	18	16	14	12	10 or less
Concepts thoroughly and accurately explained 20pts <i>Leave nothing taken-for-granted for your reader!</i>						
Comprehensiveness of answer and appropriate use of examples 20pts <i>Is your answer exhaustive? Have you missed any core arguments or angles? Use examples from the lectures and/or readings.</i>						
Clear, comprehensive, and relevant engagement with readings and lectures 20pts <i>Are you referencing the best readings in order to make your argument? Are you accurately summarizing the readings?</i>						
Clarity and organization 20pts <i>Are you being clear and explicit about your argument and/or evaluation? Is it logical and easy to follow? Or are you making the reader guess at what you're saying? Do not make the reader read between the lines.</i>						
Spelling/grammar, use of direct and indirect citations, length 20pts <i>Your answer should have no spelling mistakes and no grammatical mistakes. Proofread! Your answer should be 900 words, +/-10%.</i>						
Plagiarism <i>If you receive a yellow score, you will be automatically ineligible for a grade higher than a C for the assignment in question. If you receive an orange score you will be automatically ineligible for a grade higher than a D for the assignment in question. A red score will earn you a failing grade.</i>						
TOTAL ON 100 POINTS	/100					
Comments:						