



# SYLLABUS

# GEOG 4100

Space, Power and Political Geography

Spring 2025 (full term)

3 credit hours

In person

**Time: Wednesdays 2:20-5:20pm**

**Location: Derby Hall 1186**

## COURSE OVERVIEW

### Instructor

**Name:** Dr. Ariel Rawson

**Email:** [rawson.29@osu.edu](mailto:rawson.29@osu.edu)

**Office location:** 1061 Derby Hall

**Office hours:**

- Mondays 1:45-3:00 PM, Thursdays 10:15 AM – 11:45 AM

**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 as 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 Social and Environmental Geography specialization 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 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**
- **Review and critique complex ideas in cutting-edge human geography debates in their own words, and with a public non-academic audience in mind**
- **Work in teams effectively**
- **Critically engage real-world, actually-existing problems involving social and environmental justice from multiple vantagepoints, and across multiple scales**

## 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](http://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.

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	Read for seminar (2 hours)	Read for seminar (2 hours)	Prepare question and comment sheet (30 mins – 1 hour)	Attend seminar ready to be an active participant in our discussions (3 hours)
Visit office hours		Visit office hours with questions		
Read for seminar (1 hour)				

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required

We will be using the Cresswell's Introduction to Geographic Thought (see full reference below) to structure this class. Readings from this text will be supplemented with peer-reviewed articles from geography journals, predominantly Progress in Human Geography. In week 2, will also uses selected

chapters from a book manuscript by a renowned geographer. Some weeks have more readings than others, but on average students will be responsible for 3 readings per week. I will provide all of the readings on Carmen. All of the readings are listed in course schedule detailed at the end of the syllabus, except for the last week, which focus on a student-selected topic.

- Cresswell, Tim. 2013. *Geographic Thought: A Critical Introduction*. Chicester, UNITED KINGDOM: John Wiley & Sons, Incorporated.

My advice with respect to the readings is to **make use of the internet or the recommended/optional readings provided below while you read**, for example, to look up words you don't understand or read quickly on specific events.

## 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 human 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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](https://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

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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](https://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](https://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 (12 weeks)	12
Engagement in weekly discussion (12 weeks)	24
Seminar lead	27
Final assignment (group grade, scaffolded)	37
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. If you miss a class and do not want it to affect your grade, you will need to contact the Instructor before class and agree on a deadline for submitting an overview of the week's readings (see questions below on weekly engagement and leading a seminar). I do not need to know why you are missing a class, you are adults! This will only be provided as an option up to two times for each student over the semester. If you miss more than two classes, your grade will be affected.

### Engagement in weekly discussion

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** and **participation** in the weekly discussions.

You are required to come to seminar with:

- a **printed readings for the week that are marked up** (this will also provide evidence that you did not use AI)
- a **separate page with a set of questions and/or comments** based on the readings

Suggestions for preparing for class—when possible please indicate specific passages in the texts when reflecting on the following questions.

- What are the main arguments presented in each reading?
- What are the key tensions/debates that are addressed within or across the readings?
- What do you find most interesting and/or compelling in the week's readings?
- What do you find most unconvincing?

- How do the texts relate (compare and contrast) to themes raised in previous weeks?
- What do you find the most confusing?

Your prepared comments and questions **will be (physically) handed in at the end of class** but assessment will include the degree to which you deployed them to engage and participate during class.

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.	

## Seminar lead (or co-lead)

Each student will sign-up to lead the discussion for a specific week/topic. Whether by necessity or desire, there will likely be a few weeks that are co-lead. If you are a co-leading the discussion, be sure to meet up with your co-leader before class to coordinate how you will lead the seminar together. Your grade (numerical equivalents for A, B, C, D, and E grades) will be based on **leading discussions** and **engaging productively** and respectfully with your peers over the readings.

How to prepare for leading seminar discussions and productively engage your peers (I recommend creating a very short power point to help structure and direct the flow of the 2.5-hour seminar, remember to include a 15-min break. Note that we will start every session with a 15-min check-in that I will lead.)

- What order do you want to discuss the readings? You can use the order listed in the syllabus or you can alter the order based on how'd you like to organize discussion. Either way, explain why we are going to discuss the readings in a particular order.
- Who are the authors? What context are they writing in/from? Provide some basic information, including a photo for each of the authors (except for Cresswell). Identify how you think the authors' background, time, space, context, and current events might shape their arguments. If

there are important gaps or references in the reading that require some additional research, please provide your peers with this additional information. [If you are leading the week where the readings are only from Cresswell, do some research on a few of the key scholars that Cresswell draws upon in each of the assigned chapters]

- Provide a brief overview of each of the readings. This not only includes the key arguments and debates but also the structure of the arguments.
- Strategize how to engage your peers' questions and responses to the articles. You will be responsible for calling on your peers to speak and eliciting their questions and comments.
- Orient the readings in relation to the previous topics/readings already discussed.

## Final assignment

Rather than a final paper, the goal of the final assignment is for students to collaboratively develop a project that critically uses the theories discussed over this course to creatively engage with an audience unfamiliar with geographic thought.

I am open to a variety of projects, and as such I am expecting that you will brainstorm an idea and approach me to arrange the specific contours for your core assignment. For example, projects can be in the form of a podcast, online video(s), art installation, graphic novel, board game, screen play, musical performance, creative writing, historical markers, 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.

- Scaffold assignment 1: Identify **teams of 2-4 people** and a broad idea for your final project. This only requires one to two paragraphs describing your deliverable and why you made that selection. This is due 2/5 at midnight. (2pts)
- Scaffold assignment 2: Draw up **contracts** which identifies your project in more details. This should include what steps are required, who will do what, and what readings from the course you will draw upon. This due 3/5 at midnight. (5pts)
- Scaffold assignment 3: Students will **present their project to the class** during the last day of classes. Written and visual element are due by 1pm on 4/16. (20pts)
- Scaffold assignment 4: Final **individual reflections** on your experience of the class as a whole and of completing the final group project is due 4/28 at midnight. Reflections should be about 1500 words. (10pts)

## 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.

## 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://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](mailto: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](https://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](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

# COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

TOPIC	DATE	DETAILS
<p><b>WEEK 1:</b> SYLLABUS REVIEW AND INTRODUCING GEOGRAPHIC THOUGHT</p>	1.8.2025	<p><b>Icebreaker:</b> Getting to know you activity.</p> <p><b>Syllabus review:</b> What are my expectations, and what are your responsibilities? What is the structure and goals of the course?</p> <p><b>CRESSWELL, T (2013).</b> Introduction (13 pp) What is geography theory? Why theory matters?</p> <p><b>Breakout group activity:</b> Cresswell CH2 on Early Geographies</p>
<p><b>WEEK 2:</b> EVOLUTION AND ENVIRONMENTAL THOUGHT</p>	1.15.2025	<p>CH3: Cresswell – The Emergence of Modern Geography</p> <p>Radcliffe, Sarah A., Elizabeth E. Watson, Ian Simmons, Felipe Fernández-Armesto, and Andrew Sluyter. 2010. "Environmental Thinking and/in Geography." <i>Progress in Human Geography</i> 34 (1): 98–116.</p> <p>Livingstone, David Livingstone Smith and David N. 2024. <i>The Empire of Climate: A History of An Idea</i>. Unabridged edition. Blackstone Publishing, Inc. (selected chapters)</p>
<p><b>WEEK 3:</b> REGIONAL GEOGRAPHY</p>	1.22.2025	<p>CH 4: Cresswell – Thinking about Regions</p> <p>Painter, Joe. 2008. "Cartographic Anxiety and the Search for Regionality." <i>Environment and Planning A: Economy and Space</i> 40 (2): 342–61.</p> <p>Amin, Ash. 2004. "Regions Unbound: Towards a New Politics of Place." <i>Geografiska Annaler. Series B, Human Geography</i> 86 (1): 33–44.</p>
<p><b>WEEK 4:</b></p>	1.29.2025	<p>CH 5: Cresswell – Spatial Science and the Quantitative Revolution</p>

<p>SPATIAL SCIENCE AND QUANTITATIVE REVOLUTION</p>		<p>Schuurman, Nadine. 2000. "Trouble in the Heartland: GIS and Its Critics in the 1990s." <i>Progress in Human Geography</i> 24 (4): 569–90.</p> <p>Miller, Harvey J. 2018. "Geographic Information Science II: Mesogeography: Social Physics, GIScience and the Quest for Geographic Knowledge." <i>Progress in Human Geography</i> 42 (4): 600–609.</p>
<p><b>WEEK 5:</b> HUMANISTIC GEOGRAPHY</p>	<p>2.5.2025</p>	<p>CH 6: Cresswell - Humanistic Geographies</p> <p>Buttimer, Anne. 1976. "Grasping the Dynamism of Lifeworld." <i>Annals of the Association of American Geographers</i> 66 (2): 277–92.</p> <p>Simonsen, Kirsten. 2013. "In Quest of a New Humanism: Embodiment, Experience and Phenomenology as Critical Geography*." <i>Progress in Human Geography</i> 37 (1): 10–26.</p> <p><b>SCAFFOLD ASSIGNMENT 1 DUE @ MIDNIGHT</b></p>
<p><b>WEEK 6:</b> MARXIST GEOGRAPHY</p>	<p>2.12.2025</p>	<p>CH7: Cresswell – Marxist Geography</p> <p>Smith, Neil. "Gentrification and uneven development." <i>Economic geography</i> 58, no. 2 (1982): 139-155.</p> <p>Werner, Marion. 2022. "Geographies of Production III: Global Production in/through Nature." <i>Progress in Human Geography</i> 46 (1): 234–44.</p> <p>Winders, Jamie, and Barbara Ellen Smith. 2019. "Social Reproduction and Capitalist Production: A Genealogy of Dominant Imaginaries." <i>Progress in Human Geography</i> 43 (5): 871–89.</p>
<p><b>WEEK 7:</b> FEMINIST (AND QUEER) GEOGRAPHY</p>	<p>2.19.2025</p>	<p>CH 8: Cresswell - Feminist Geography</p> <p>MacLeavy, Julie, Maria Fannin, and Wendy Larner. 2021. "Feminism and Futurity: Geographies of Resistance, Resilience and Reworking." <i>Progress in Human Geography</i> 45 (6): 1558–79.</p> <p>Johnston, Lynda. 2016. "Gender and Sexuality I: Genderqueer Geographies?" <i>Progress in Human Geography</i> 40 (5): 668–78.</p>

<p><b>WEEK 8:</b> NEW 'TURNS'</p>	<p>2.26.2025</p>	<p>CH 9: Cresswell – Postmodernism and Beyond</p> <p>CH 10: Cresswell – Toward Poststructuralist Geographies</p> <p>CH 11: Cresswell – Relational Geographies</p> <p>CH 12: Cresswell – More-than-Human Geographies</p>
<p><b>WEEK 9:</b> CRITICAL MUSLIM GEOGRAPHIES</p>	<p>3.5.2025</p>	<p>Kobayashi, Audrey. "Geography, spatiality, and racialization: the contribution of Edward Said." <i>The Arab world geographer</i> 7, no. 1-2 (2004): 79-90.</p> <p>Sidaway, James D. 2023. "Beyond the Decolonial: Critical Muslim Geographies." <i>Dialogues in Human Geography</i> 13 (3): 337–58.</p> <p>Najib, Kawtar. 2024. "Critical Muslim Geographies through a Critical Geography of Islamophobia." <i>Dialogues in Human Geography</i>, June, 20438206241262512.</p> <p><b>SCAFFOLD ASSIGNMENT 2 DUE @ MIDNIGHT</b></p>
<p><b>WEEK 10:</b> SPRING BREAK</p>	<p>3.12.2025</p>	<p><b>NO CLASSES</b></p>
<p><b>WEEK 11:</b> INDIGENOUS GEOGRAPHIES</p>	<p>3.19.2025</p>	<p>De Leeuw, Sarah, and Sarah Hunt. "Unsettling decolonizing geographies." <i>Geography compass</i> 12, no. 7 (2018): e12376</p> <p>Daigle, Michelle. "Awawanenitakik: The spatial politics of recognition and relational geographies of Indigenous self-determination." <i>The Canadian Geographer/Le Géographe Canadien</i> 60, no. 2 (2016): 259-269.</p> <p>Smiles, Niiyokamigaabaw Deondre. 2024. "Reflections on the (continued and future) importance of Indigenous geographies." <i>Dialogues in Human Geography</i> 14(2): 217-220</p>
	<p>3.26.2025</p>	



<b>WEEK 12: AAG CONFERENCE</b>		<b>NO CLASSES -WORK ON YOUR FINAL PROJECTS!</b>
<b>WEEK 13: BLACK GEOGRAPHIES</b>	4.2.2025	<p>CH 13: Geography's Exclusions</p> <p>Hawthorne, Camilla. "Black matters are spatial matters: Black geographies for the twentyfirst century." <i>Geography Compass</i> 13, no. 11 (2019): e12468.</p> <p>McKittrick, Katherine. "On plantations, prisons, and a black sense of place." <i>Social &amp; Cultural Geography</i> 12, no. 8 (2011): 947-963.</p> <p>Bruno, Tianna, Andrew Curley, Mabel Denzin Gergan, and Sara Smith. 2023. "The Work of Repair: Land, Relation, and Pedagogy." <i>Cultural Geographies</i>, 31(1): 5-19</p>
<b>WEEK 14: STUDENT SELECTED TOPIC</b>	4.9.2025	<b>Readings TBD</b>
<b>WEEK 15: LAST MEETING</b>	4.16.2025	<b>SCAFFOLD ASSIGNMENT 3 DUE @ 1PM Presentations</b>
<b>FINAL PROJECT DUE</b>	4.28.2025	<b>SCAFFOLD ASSIGNMENT 4 DUE @ MIDNIGHT</b>