

Geography 3600

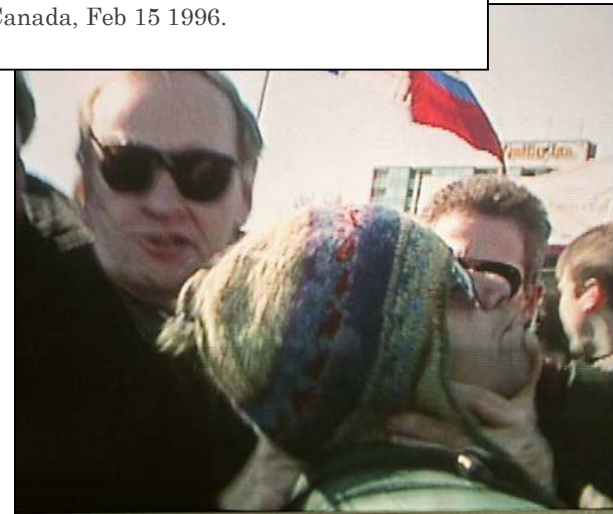
# SPACE, POWER & POLITICAL GEOGRAPHY

Autumn 2016

CLASS LOCATION	SMITH LAB 2150	PROFESSOR MAT COLEMAN 1156 Derby Hall Email: <a href="mailto:coleman.373@osu.edu">coleman.373@osu.edu</a> Office hours: MON, WED 3:45pm-5:00pm
CLASS TIME	MON, WED, FRI 11:30AM- 12:25PM	TA: Debangana Bose Email: <a href="mailto:bose.34@buckeyemail.osu.edu">bose.34@buckeyemail.osu.edu</a> Office hours: WED 2:00pm – 3:00pm



Canadian Prime Minister Jean Chretien chokes French language rights protestor Bill Clennett. Ottawa, Canada, Feb 15 1996.



## Students with disabilities

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## COURSE DESCRIPTION

Political geography is the study of power and space; that is, the study of how power relationships are at once spatial relationships, and how spaces are the product of relationships of power. GEOG 3600 introduces students to the space-power interrelationship by reviewing a suite of key theories and theoretical debates on power and space, touching on concepts such as space, place, territoriality, scale, power geometry, and states.

GEOG 3600 looks at the space-power relationship – and specifically the problem of state power – through a variety of real-world domestic and international examples which emphasize how the study of space requires dealing with the politics of race, class, gender, sexuality, and nationality.

By the end of the class, students will be familiar with major approaches to studying and analyzing power in human geography.

No background in Geography is expected or required in order to enroll in this course.

## GENERAL EDUCATION GOALS & EXPECTED LEARNING OUTCOMES

GEOG 3600 fulfills GE requirements in **Social Science (2) Organizations and Politics:**

- 1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics.**

In this class, we emphasize how particular political geographers, representative of particular epistemic periods of political geographic thought and theorization, make sense of the world via often highly contested methods, rules, and postulates about the social world.

- 2. Students 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. 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 the particularities of both time and place. Differences between theories will be explained by looking to the very 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.

3. **Students develop abilities to 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 what extent particular governing organizations and institutions – in the cultural, economic and political spheres – can be dissected for their geographical assumptions about the spatial operation of power and authority.

### COURSE WEBSITE

The course syllabus, announcements, readings, notes, exam review guides and other useful resources will be available at [www.carmen.osu.edu](http://www.carmen.osu.edu). Log in using your OSU Internet User Name and Password and then select Geography 3600 from the list of courses for which you are currently enrolled. It is recommended that you regularly check the web site for updates and news. If you have problems logging in, you are responsible for contacting Carmen and gaining access to the class website.

### TEXTBOOKS

I am not assigning a textbook for this class. Instead, the class readings comprise peer-reviewed journal articles and/or book chapters. Some weeks have more readings than others, but on average students are responsible for slightly more than one

reading per week. My expectation is that students complete the readings prior to coming to class. The readings will be referenced during lectures, and will be fair game for the exams.

I have designated two of our lectures as ‘reading classes’. These classes are at the end of the semester (Nov 14 and Nov 18), when workloads are typically high. The reading classes are designed to give you a break from lecture and an opportunity to catch up on readings before the final exam.

### GRADING SCALE

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	60-66.9
B-	80-82.9	E	0-59.9
C+	77-79.9	EN	Too many absences to permit a passing grade

### COURSE GRADE

Grade item	Details	Weight
Attendance	Per class	10%
Surprise quizzes (3)	In class, based on lecture material and readings	30%
Midterm examination	In class, regular location and time	30%
Final examination	Thursday December 15, 10:00am-11:45pm ( <a href="http://registrar.osu.edu/scheduling/SchedulingContent/AU16Finals.pdf">http://registrar.osu.edu/scheduling/SchedulingContent/AU16Finals.pdf</a> )	30%

## EXAMS

I will provide concise study guides for each exam. This will help you narrow and focus your study time on specific terms, debates, readings, and questions.

## LATE PENALTIES

If you miss a quiz, the midterm exam or the final exam, and wish to write a make-up, you must have a doctor's note demonstrating that you sought medical attention for an unavoidable reason which prohibited you from attending class. The note must include the doctor's name and a telephone number where I can contact her/him.

The make-up quiz or exam must be written within one week (seven days) of the original quiz or exam. If you do not write the missed quiz or exam within the seven day period, you will receive a 0% grade for the quiz or exam.

If you do not complete the final exam prior to the grade-posting deadline (this may be sooner than a week after the final exam), and if you have a valid excuse for having missed the exam (see above), you will be awarded an "INC" grade which I will later change based on your final exam grade.

An absence related to either the midterm or final must be explained directly in person to me, and then communicated to me clearly via email.

## ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student*

*Conduct* and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) ([oaa.osu.edu/coam/home.html](http://oaa.osu.edu/coam/home.html)) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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

## CLASS PROTOCOLS

This will be a rewarding and engaging class, but before we get started please read the following protocols which hold, without exception, for all enrolled students. These are designed to make your learning experience more enjoyable. I take teaching very seriously, and I would like you to take learning equally so.

- **The use of cell phones, smart phones and other mobile communication devices in class is disruptive to your colleagues' learning.** The use of these devices is prohibited during class. Please **turn off your cell phone ringer** before the class starts. If you use your mobile

device in class, or if your cell rings in class, I will give you a 1<sup>st</sup> warning and remind you of the class policy. If you violate this policy a 2<sup>nd</sup> time, I will ask you to immediately leave the classroom for the remainder of the lecture period and meet with me in office hours. There will be no exceptions to this rule.

- If you are using a laptop, tablet or another portable computing device to take notes my expectation is that you are using it for that purpose alone. Using your **portable devices** for other reasons (surfing, email, videos) is a distraction for you and your peers. If I detect that you are using your tablet and/or laptop for non-class related activities, I will give you a 1<sup>st</sup> warning and remind you of the class policy. If you violate this policy a 2<sup>nd</sup> time, I will ask you to immediately leave the classroom for the remainder of the lecture period and meet with me in office hours. There will be no exceptions to this rule.

- I **welcome your active participation during the lectures** in the form of questions regarding the material at hand. It is my responsibility to ensure that students' participation in class is orderly and respectful. If your participation disrupts the class, or is not respectful to me or your peers, I will ask you to leave the classroom for the lecture period and to meet with me immediately afterwards to discuss your continued enrollment in the class.

I will post a condensed version of the **lecture slides** for each class at the end of every week. This does not mean that you are free to miss class. **I will present examples and details in class that will not appear on the lecture slides.** If you miss a class, it is highly recommended that you get a full set of notes from one of your colleagues. The exams are designed explicitly for students who attend class regularly.

## LECTURE AND READING SCHEDULE

TOPIC	DATE	READINGS
INTRODUCTION TO SYLLABUS	8.24.2016	Bring an electronic and/or print version of the syllabus to class
INTRODUCTION TO KEY CONCEPTS	8.26.2016	N/A
QUANTITATIVE POLITICAL GEOGRAPHY	8.29.2016	Barnes, Trevor. 2015. Desk killers: Walter Christaller, Central Place Theory and the Nazis. In <i>Geographies of Knowledge and Power</i> , edited by Peter Meusburger, Derek Gregory and Laura Suarsana. Rotterdam: Springer Netherlands, pp. 187-201.
CORES, PERIPHERIES, AND THE WORLD SYSTEMS APPROACH TO POWER AND SPACE	8.31.2016	N/A
MARXIST POLITICAL GEOGRAPHY	9.2.2016	N/A
<b>**LABOR DAY, NO CLASSES**</b>	9.5.2016	N/A



GEOGRAPHIES OF CAPITALIST CRISIS I	9.7.2016	Harvey, David. (1975). The geography of capitalist accumulation: a reconstruction of the Marxian theory. <i>Antipode</i> , Vol. 7(2), pp. 9-21.
GEOGRAPHIES OF CAPITALIST CRISIS II	9.9.2016	
REGULATION THEORY AND POLITICAL GEOGRAPHY	9.12.2016	N/A
UNEVEN DEVELOPMENT	9.14.2016	N/A
GENTRIFICATION I	9.16.2016	Smith, Neil. (1982). Gentrification and uneven development. <i>Economic Geography</i> . Vol. 58(2), pp. 139-155.
GENTRIFICATION II	9.19.2016	
PLACE AND LOCALITIES STUDIES	9.21.2016	Massey, Doreen. (1991). The political place of locality studies. <i>Environment and Planning A</i> , Vol. 23(2), pp. 267-281.
MAQUILADORA EXPORT ZONES	9.23.2016	Wright, Melissa. (2004). From protests to politics: sex work, women's worth, and Ciudad Juárez modernity. <i>Annals of the Association of American Geographers</i> , Vol. 94(2), pp. 369-386.
POSTSTRUCTURAL POLITICAL GEOGRAPHY - ARCHITECTURE AND URBAN FORM	9.26.2016	Gibson-Graham, Julie Katherine. (2003). An ethics of the local. <i>Rethinking Marxism</i> , Vol. 15(1), pp. 49-74.
POSTSTRUCTURAL POLITICAL GEOGRAPHY - DEBATES ABOUT KNOWLEDGE	9.28.2016	
SPACE	9.30.2016	N/A
POWER	10.3.2016	N/A
TERRITORY AND TERRITORIALITY	10.5.2016	N/A
TOPOGRAPHY VS TOPOLOGY	10.7.2016	Make a Mobius strip and bring it to class ( <a href="http://www.wikihow.com/Make-a-Mobius-Strip">http://www.wikihow.com/Make-a-Mobius-Strip</a> )
POWER 2.0: EFFECT, AFFECT, OBJECT	10.10.2016	Pile, Steve. (2010). Emotions and affect in recent human geography. <i>Transactions of the Institute of British Geographers</i> , Vol. 35(1), pp. 5-20.
MIDTERM EXAM	10.12.2016	In class, regular time and regular location
<b>**AUTUMN BREAK, NO CLASSES**</b>	10.14.2016	N/A
STATES AND STATE POWER	10.17.2016	N/A

COLONIALISM, SETTLER COLONIALISM	10.19.2016	D'Arcus, Bruce. (2003). Contested boundaries: native sovereignty and state power at Wounded Knee, 1973. <i>Political Geography</i> , Vol. 22(4), pp. 415-437.
NATIONS AND NATIONALISM	10.21.2016	
ELECTORAL GEOGRAPHY, REDISTRICTING AND RACE	10.24.2016	N/A
RESIDENTIAL SEGREGATION	10.26.2016	See maps @ <a href="http://projects.propublica.org/graphics/city-maps">http://projects.propublica.org/graphics/city-maps</a> and <a href="http://www.wired.com/2013/08/how-segregated-is-your-city-this-eye-opening-map-shows-you/">http://www.wired.com/2013/08/how-segregated-is-your-city-this-eye-opening-map-shows-you/</a>
HOUSING AND CRISIS	10.28.2016	N/A
POLICE POWER AND BROKEN WINDOWS	10.31.2016	Mitchell, Katharyne. (2010). Ungoverned space: global security and the geopolitics of broken windows. <i>Political Geography</i> , Vol. 29(2), pp. 289-297.
FERGUSON AND ITS AFTERMATH	11.2.2016	Wall, Tyler and Linnemann, Travis. (2014). Staring down the state: police power, visual economies, and the war on cameras. <i>Crime, Media, Culture</i> , Vol. 10(1), pp. 133-149.
INCARCERATION	11.4.2016	Gilmore, Ruthie. (1999.) Globalization and U.S. prison growth: from military Keynesianism to post-Keynesian militarism. <i>Race &amp; Class</i> , Vol. 40(1), pp. 171-188.
DEPORTATION AND DETENTION	11.7.2016	N/A
U.S.-MEXICO BORDER	11.9.2016	Madsen, Kenneth. (2011). Barriers of the U.S.-Mexico border as landscapes of domestic political compromise. <i>Cultural Geographies</i> , Vol. 18 (4), pp. 547-556.
<b>**VETERAN'S DAY, NO CLASSES**</b>	11.11.2016	N/A
<b>**READING CLASS**</b>	11.14.2016	N/A
SCALE	11.16.2016	N/A
<b>**READING CLASS**</b>	11.18.2016	N/A
POLITICAL GEOGRAPHIES OF FORDISM	11.21.2016	Watch <i>Modern Times</i> starring Charlie Chaplin, @ <a href="https://www.youtube.com/watch?v=_jLHVTO-GgM">https://www.youtube.com/watch?v=_jLHVTO-GgM</a>
<b>**THANKSGIVING, NO CLASSES**</b>	11.23.2016	N/A
<b>**THANKSGIVING, NO CLASSES**</b>	11.25.2016	N/A

POLITICAL GEOGRAPHIES OF POST-FORDISM	11.28.2016	N/A
SCALE AND SOCIAL REPRODUCTION	11.30.2016	Mitchell, Katharyne et al. (2003). Life's work: an introduction, review and critique. <i>Antipode</i> , Vol. 35(4), pp. 415-442.
CLASSICAL AND CRITICAL GEOPOLITICS	12.2.2016	N/A
FEMINIST GEOPOLITICS	12.5.2016	Hyndman, Jennifer. (2010). The question of 'the political' in critical geopolitics: Querying the 'child soldier' in the 'war on terror'. <i>Political Geography</i> , Vol. 29(2), pp. 247-255.
REVIEW CLASS	12.7.2016	N/A
**FINAL EXAM** 10:00AM-11:45AM IN CLASSROOM	12.15.2016	N/A