



SYLLABUS

GEOG 3600

Space, Power and Political Geography

Autumn 2020 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Professor Mat Coleman

Email address: coleman.373@osu.edu

Phone number: N/A

Office hours: Mon, Wed 10:30-noon

Prerequisites

N/A

Course description

Political geography is a subfield within human geography that examines the connection between politics and geography. A strict definition of political geography is difficult due to the diversity of ways in which political geographers approach their subdiscipline. However, studying the **spatial dimensions of power** is core to most political geography-based research.

In this class, we will focus specifically on how political geographers have tried to make 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 in particular on the ways in which theoretical and methodological shifts, changes in methods, and broader social, political, cultural, and environmental changes have shaped political geography research. Our focus will mostly be on **power and the control of space**, and as such 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.

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 centered on the **politics of race, class, gender, sexuality, and nationality**.

Course learning outcomes

By the end of the class, students will be familiar with major approaches to studying and analyzing power and space in political geography. No background in geography is expected or required in order to enroll in this course.

General education expected learning outcomes

As part of the **Social Science—Organizations and Politics** category of the General Education curriculum, 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 ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into 3 **weekly modules** that are released on Monday, Wednesday and Friday mornings at 10:20am. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

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 activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

I am not assigning a textbook for this class. Textbooks are too expensive. They're also not the most engaging things to read.

Instead of a textbook, we will be reading peer-reviewed journal articles and/or book chapters. Some weeks have more readings than others, but on average students will be responsible for 1-2 readings per week. I have taken care to choose entry-level readings, but you should be prepared to dedicate 3-4 hours of work weekly to the readings.

I will upload all the readings to the Carmen website.

I will discuss the readings in my video 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. And I encourage you to attend virtual office hours with me 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.

There are a number of quality dictionaries and encyclopedias available for free as e-books through the university library website. If you are looking for comprehensive, but brief, review material for key concepts and debates in political geography, I recommend:

- Warf B (2010). *Encyclopedia of Geography*. Thousand Oaks: SAGE. This is a basic introduction to core concepts, written in non-academic language, and designed mostly for students exiting high school and entering university.
- Kitchin R and Thrift N (2009). *International Encyclopedia of Human Geography*. London: Elsevier. This is a comprehensive review of core concepts and debates in Geography, written for an academic audience.

The following is not available as an e-book but is an excellent and quick resource for students finding their way through human geography, and political geography specifically:

- Gregory D, Johnston R, Pratt G, Watts MJ and Whatmore S (2009). *The Dictionary of Human Geography*. London: Wiley.

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

Other fees or requirements

- N/A

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance/discussion board posts	20
Reading analyses, 2x	20
Midterm exam, take home, open book	30
Final exam, take home, open book	30
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Attendance/discussion board posts

Description: I will grade attendance in terms of weekly postings on a discussion board on the Carmen website. The discussion posts should address lecture material, readings and/or lecture videos from that week, and raise academically substantive questions and/or commentary about the material at hand. I am not setting a strict word limit but I am expecting your posts to be in the range of 100-150 words. Your posts should demonstrate that you are current with the material for the class.

I am also expecting that you respond in a separate post to at least one comment by a peer on the discussion board.

I will also be perusing the discussion posts on Friday and offering my own comments.

Please post your comments by Friday at 10:20am weekly, and have your peer comments completed by 5pm on that same day.

I am expecting postings and comments every week of the semester, excluding Thanksgiving week (n=14).

Academic integrity and collaboration: Your discussion posts should be your own original work. You should follow an accepted citation style (MLA/APA/Chicago, etc.) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your discussion posts before you turn them in but no one else should revise or rewrite your work.

Midterm and final exams

Description: The midterm and final exams will consist of three short essay questions (with a word limit of 500 words per answer). Both exams are open book, meaning that you can consult the readings, video lectures 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. You will have a week to complete each of the exams, which will be handed in through an assignment portal on carmen.osu.edu. See the class schedule below for dates.

Academic integrity and collaboration: You must complete the midterm and final exams yourself, without any external help or communication. Your exam answers should be your own original work. In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. This holds for the midterm and final exams. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Critical reading analyses

Description: You are responsible for handing in two critical reading analyses during the semester. The timing of the reading analyses is up to you. However, **you must hand in a critical reading analysis within one week of when the reading appears on the class schedule** (see below). For example, if you choose to review a reading assigned on Wednesday of the third week of classes, your review will be due via carmen no later than 5pm on Wednesday of the fourth week of classes.

Your critical reading analysis must be **at least 2 full pages in length, double-spaced with regular 1" margins, excluding bibliography**. I am not assigning an upper limit. However, please note that writing a lot doesn't always make for better or more compelling work; quantity is not the same thing as quality. I am assuming that the bulk of reviews will be less than 3 pages in length.

This is an individual activity and not a group exercise.

So, what is a critical reading analysis?

- A critical reading analysis is a focused and careful engagement with a specific reading. The goal of a reading analysis is twofold: first, to **unpack and expand on the core theme (or themes) in a selected reading**; and second, to **evaluate or assess the reading with respect to other readings and/or material in the class (lecture material, lecture videos, etc)**. A good way to think about a critical reading analysis is that it is both a **review** and an **assessment**.
- A critical reading analysis 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 and assessment. Reading 'closely' means avoiding vague references to a text, as well as generalizations or claims not based in the reading.
- A good reading analysis will include a focused thesis statement that helps the reader follow your review and assessment.
- A critical reading analysis is not a blow-by-blow review. However, you are going to need to summarize specific elements of the article in order to write your review. Be careful with the amount of time you dedicate to your summary! Summarize only what you need to summarize in order 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 analysis for your assessment.

I will upload a grading metric for the critical reading analyses to guide your work. I will also post a video about how to tackle a critical reading analysis at the beginning of the semester.

Academic integrity and collaboration: You must complete the critical reading analyses yourself, without any external help or communication. Your analyses should be your own original work. In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. This holds for the critical reading analyses. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Late assignments

Legitimate excused absences from university business include: participation in a scheduled activity of an official University organization, verifiable confining illness, verifiable family emergencies, subpoenas, jury duty, and military service.

If you miss a deadline for any of these reasons, you must provide me with verifiable documentation (a note from your University organization, a doctor's note, etc.). The documentation must include a name and a telephone number for someone who can explain your absence.

If you miss a midterm exam or the final exam, and if you can provide valid documentation, the make-up exam must be written within two weeks (fourteen days) of the originally scheduled exam. If you do not write the missed exam within the fourteen-day grace period, you will receive no grade (i.e., 0%) for the 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, you will be awarded an INC grade which I will later change based on your final exam grade.

Case-by-case exceptions for the fourteen-day policy will be made in the event that you contract COVID-19. Let's hope that doesn't happen! Remember, when you are on campus wear a face mask, wash your hands regularly, and social distance!

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

An “A” grade indicates outstanding performance in the class, in comparison with other students.

An “A-” grade indicates very good performance in the class, in comparison with other students.

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.

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.

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.

An “E” grade indicates that the student has not successfully satisfied the course requirements.

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

All grades will be updated in real-time on the carmen website.

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 large weekly 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**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

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.

- **Writing style:** While there is no need to participate in class discussion boards as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

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.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), 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 this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) 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 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)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@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.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, 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.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

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

WEEK	TOPIC	DATE	DETAILS
WEEK 1	INTRODUCTION TO POLITICAL GEOGRAPHY I	8.26.2020	Review the class syllabus No reading
	INTRODUCTION TO POLITICAL GEOGRAPHY II	8.28.2020	Review the class syllabus No reading
WEEK 2	QUANTITATIVE POLITICAL GEOGRAPHY AFTER WWII	8.31.2020	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.

	CORES, PERIPHERIES, AND WORLD SYSTEMS THEORY	9.2.2020	No reading
	MARXIST POLITICAL GEOGRAPHY, THE BASICS	9.4.2020	No reading
WEEK 3	LABOR DAY—NO CLASS	9.7.2020	No reading
	1968	9.9.2020	Review Jen Mapes and Sara Koopman's digital archive of the Kent State massacre at https://mappingmay4.kent.edu/
	GEOGRAPHIES OF CAPITALIST POWER I – CRISIS	9.11.2020	Harvey, David (1975). "The Geography of Capitalist Accumulation: A Reconstruction of the Marxian Theory". <i>Antipode</i> , Vol. 7(2), pp. 9-21.
WEEK 4	GEOGRAPHIES OF CAPITALIST POWER II – SPATIAL FIX AND SCALE	9.14.2020	No reading
	REGULATION THEORY AND POLITICAL GEOGRAPHY	9.16.2020	
	UNEVEN DEVELOPMENT	9.18.2020	Hudson, Ray (2020). "The Illegal, the Illicit and New Geographies of Uneven Development". <i>Territory, Politics, Governance</i> Vol. 8(2), pp. 161-176.
WEEK 5	GENTRIFICATION AND URBAN SPACE I – THE BASICS	9.21.2020	Ramírez, Margaret M. (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.
	GENTRIFICATION AND URBAN SPACE II – RACE AND POLICING	9.23.2020	Kirkland, Elizabeth (2008). "What's Race Got To Do With it? Looking for the Racial Dimensions of Gentrification." <i>Western Journal of Black Studies</i> , Vol. 32(2), pp. 18-30.
	GENTRIFICATION, RACE, CLASS AND HOUSING INEQUALITY FILM—NO LECTURE	9.25.2020	<i>A House Divided: Inequality in Housing in New York City</i> (Norman Lear, 2016) Access through the Kanopy streaming service on the Ohio State library website at https://library.ohio-state.edu/record=e1002089~S7 No reading
WEEK 6	RESIDENTIAL SEGREGATION	9.28.2020	Review housing segregation data from the ProPublica report 'Living Apart: Fair Housing in America' at https://projects.propublica.org/graphics/city-maps
	PLACE AND LOCALITIES STUDIES	9.30.2020	Massey, Doreen (1993). "Power-Geometry and a Progressive Sense of Place". In <i>Mapping the Futures</i> , edited by J. Bird, B. Curtis, T. Putnam and G. Robertson. London, Routledge, pp. 59-69.
	POSTSTRUCTURAL POLITICAL GEOGRAPHY – ARCHITECTURE AND URBAN FORM	10.2.2020	
WEEK 7	POSTSTRUCTURAL POLITICAL GEOGRAPHY – DEBATES ABOUT KNOWLEDGE	10.5.2020	Derickson, Kate D. (2009). "Towards a Non-Totalizing Critique of Capitalism." <i>Geographical Bulletin</i> , Vol. 50(1), pp. 3-15.
	SPACE (RELATIVE, RELATIONAL, AND ABSOLUTE)	10.7.2020	No reading
	THE PRODUCTION OF SPACE	10.9.2020	Buckley, Michelle & Strauss, Kendra (2016). "With, Against and Beyond Lefebvre: Planetary Urbanization and Epistemic plurality." <i>Environment and Planning D: Society and Space</i> , Vol. 34(4), pp. 617-636.
WEEK 8	TERRITORY AND TERRITORIALITY	10.12.2020	No reading
	POWER—SOVEREIGNTY, DISCIPLINARITY, AND BIOPOLITICS	10.14.2020	No reading
	STATES AND STATE POWER	10.16.2020	No reading

WEEK 9	SETTLER COLONIALISM I	10.19.2020	Gordon, Neve & Ram, Moriel (2016). "Ethnic Cleansing and the Formation of Settler Colonial Geographies." <i>Political Geography</i> , Vol. 53(1), pp. 20-29. Read the March 2020 High Country News story on land grant universities at https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities Review land grant data for Ohio State at https://www.landgrabu.org/ ***MIDTERM EXAM POSTED ON CARMEN.OSU.EDU***
	SETTLER COLONIALISM II	10.21.2020	No reading
	NATIONS AND NATIONALISM	10.23.2020	No reading
WEEK 10	ELECTORAL GEOGRAPHY, REDISTRICTING AND RACE	10.26.2020	No reading ***MIDTERM EXAM DUE ON CARMEN.OSU.EDU BEFORE 5PM***
	POLICE POWER	10.28.2020	Mitchell, Katharyne (2010). Ungoverned space: global security and the geopolitics of broken windows. <i>Political Geography</i> , Vol. 29(2), pp. 289-297.
	POWER 2.0—TOPOGRAPHY VERSUS TOPOLOGY	10.30.2020	Make a Mobius strip https://www.wikihow.com/Make-a-Mobius-Strip Dixon, Deborah P. & Jones II, J. P. (2014). "The Tactile Topologies of Contagion." <i>Transactions of the Institute of British Geographers</i> , Vol. 40(2), pp. 223-234.
WEEK 11	POWER 2.0—EFFECT	11.2.2020	Collier, Steven J. (2009). "Topologies of Power: Foucault's Analysis of Political Government beyond 'Governmentality'." <i>Theory, Culture & Society</i> , Vol. 26(6), pp. 78-108.
	POWER 2.0—AFFECT	11.4.2020	Woodward, Keith & Bruzzone, Mario (2015). "Touching Like a State". <i>Antipode</i> , Vol. 47(2), pp. 539-556.
	POWER 2.0—OBJECT	11.6.2020	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.
WEEK 12	POWER 2.0—INFRASTRUCTURE	11.9.2020	Wakefield, Stephanie (2018). "Infrastructures of Liberal Life: From Modernity and Progress to Resilience and Ruins." <i>Geography Compass</i> , Vol. 12(7), pp. 1-14.
	VETERAN'S DAY—NO CLASS	11.11.2020	No readings
	POWER 2.0—ASSEMBLAGE	11.13.2020	Anderson, Ben, et al. (2012). "On Assemblages and Geography." <i>Dialogues in Human Geography</i> , Vol. 2(2), pp. 171-189.
WEEK 13	BORDERS AND BORDERING	11.16.2020	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.
	POLITICAL GEOGRAPHY OF MOBILITY AND IMMOBILITY I	11.18.2020	
	POLITICAL GEOGRAPHY OF MOBILITY AND IMMOBILITY II	11.20.2020	

WEEK 14	READING CATCH UP DAY—NO CLASS	11.23.2020	No reading
	THANKSGIVING DAY—NO CLASS	11.25.2020	No reading
	INDIGENOUS PEOPLE'S DAY—NO CLASS	11.27.2020	No reading
WEEK 15	POLITICAL GEOGRAPHY OF THE ANTHROPOCENE I	11.30.2020	<i>Anthropocene: The Human Epoch – How Humans Have Impacted the Planet</i> (Jennifer Baichwal, Nicholas de Pencier, Edward Burtynsky, 2019) Access through the Kanopy streaming service on the Ohio State library website at https://library.ohio-state.edu/record=e1002089~S7
	POLITICAL GEOGRAPHY OF THE ANTHROPOCENE II	12.2.2020	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.
	REVIEW CLASS	12.4.2020	No reading

EXAM WEEK	FINAL EXAM DUE 11:15AM VIA CARMEN	12.9.2020	FULL FINAL EXAM SCHEDULE AVAILABLE AT HTTPS://REGISTRAR.OSU.EDU/SC HEDULING/SCHEDULINGCONTENT /AU20FINALS.PDF
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Geography 3600

SPACE, POWER & POLITICAL GEOGRAPHY

Autumn 2020 | ONLINE | AUG 25 -DEC 4 | MWF 10:20AM-11:15AM



NYPD officers block the exit of the Manhattan Bridge
protestors attempt to cross into Manhattan from Bro
<https://www.gq.com/story/what-is-kettling>

CONTACT INFORMATION

Professor Mat Coleman
1156 Derby Hall



Email: coleman.373@osu.edu

Web: <https://u.osu.edu/coleman.373/>

Online office hours: Mon, Wed 10:30am-noon, via Zoom (starting Aug 28)

HEALTH AND SAFETY

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Yunkin Success Center and 10th Floor of Lincoln Tower. 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 Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

COURSE DESCRIPTION

Political geography is a subfield within human geography that examines the connection between politics and geography. A strict definition of political geography is difficult due to the diversity of ways in which political geographers approach their subdiscipline. However, studying the **spatial dimensions of power** is core to most political geography-based research.

In this class, we will focus specifically on how political geographers have tried to make 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 in particular on the ways in which theoretical and methodological shifts, changes in methods, and broader social, political, cultural, and environmental changes have shaped political geography research. Our focus will mostly be on **power and the control of space**, and as such 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.

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 centered on 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 and space in political geography. No background in geography is expected or required in order to enroll in this course.

COURSE FORMAT for AU2020

I usually teach this class in-person, but due to COVID-19 I am teaching this class online during AU2020. Online learning (and teaching) poses some challenges, but hopefully we can move through the semester with as few disruptions as possible, while maintaining some of the best aspects of in-person teaching.

Although I will be uploading new video lectures and lecture slides every Monday, Wednesday and Friday at 10:20am, I am offering the class asynchronously. This means you don't have to log in at a specific time to attend lecture. However, please be advised that there are due dates for the exams and assignments which will require you to stay on schedule with the lectures. **I strongly recommend that you log in every Monday, Wednesday and Friday to watch the video lectures and read through the lecture slides. Staying on top of the videos and lecture material, and not getting behind, is an important strategy when it comes to online learning.**

I am offering 'live' office hours over Zoom twice a week from 10:30am-noon on Mondays and Wednesdays (see below). The office hour window for this class partially overlaps with the formally scheduled class time (10:20-11:15), which means you should not have a conflict in terms of attending office hours. Please check in!

GENERAL EDUCATION GOALS & EXPECTED LEARNING OUTCOMES

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

Students 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.

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. 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.

Students 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.

COURSE WEBSITE

This is an online class. The course syllabus, announcements, readings, video lectures, lecture slides, exam review guides and other useful resources will be available at www.carmen.osu.edu.

For help with your password, university e-mail, Carmen, and any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

TEXTBOOKS

I am not assigning a textbook for this class. Textbooks are too expensive. They're also not the most engaging things to read.

Instead of a textbook, we will be reading peer-reviewed journal articles and/or book chapters. Some weeks have more readings than others, but on average students will be responsible for 1-2 readings per week. I have taken care to choose entry-level readings, but you should be prepared to dedicate 3-4 hours of work weekly to the readings (see below for 'work expectations').

I will upload all the readings to the Carmen website.

I will discuss the readings in my video 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. And I encourage you to attend virtual office hours with me 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. **There are a number of quality dictionaries and encyclopedias available for free as e-books through the university library website.** If you are looking for comprehensive, but brief, review material for key concepts and debates in political geography, I recommend:

- Warf B (2010). *Encyclopedia of Geography*. Thousand Oaks: SAGE. This is a basic introduction to core concepts, written in non-academic language, and designed mostly for students exiting high school and entering university.
- Kitchin R and Thrift N (2009). *International Encyclopedia of Human Geography*. London: Elsevier. This is a comprehensive review of core concepts and debates in Geography, written for an academic audience.

The following is not available as an e-book but is an excellent and quick resource for students finding their way through human geography, and political geography specifically:

- Gregory D, Johnston R, Pratt G, Watts MJ and Whatmore S (2009). *The Dictionary of Human Geography*. London: Wiley.

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

OFFICE HOURS

I will be holding online office hours twice per week, on Mondays and Wednesdays from 10:30am-noon. I will post a Zoom link for the office hours on the carmen website.

WORK EXPECTATIONS

According to Ohio State policy (<https://trustees.osu.edu/university-faculty-rules/3335-8>), a 3 credit hour course comprises 3 hours of instruction in class and 6 hours of homework/study time outside class per week, for a total of **9 hours per course per week**, for the student to earn a C grade.

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

An "A" grade indicates **outstanding performance** in the class, in comparison with other students.

An "A-" grade indicates **very good performance** in the class, in comparison with other students.

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.

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.

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.

An “E” grade indicates that the student has not successfully satisfied the course requirements.

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

All grades will be updated in real-time on the carmen website.

COURSE GRADE

Grade item	Details	Weight
Attendance	See details below	20%
Reading analyses, 2x	See details below	20%
Midterm exam	See details below	30%
Final exam	See details below	30%

ATTENDANCE

I will grade attendance in terms of weekly postings on a discussion board on the Carmen website. The **discussion posts should address**

lecture material, readings and/or lecture videos from that week, and raise academically substantive questions and/or commentary about the material at hand. I am not setting a strict word limit but I am expecting your posts to be in the range of 100-150 words. Your posts should demonstrate that you are current with the material for the class.

I am also expecting that you **respond in a separate post to at least one comment by a peer on the discussion board.**

I will also be perusing the discussion posts on Friday and offering my own comments.

Please **post your comments by Friday at 10:20am weekly, and have your peer comments completed by 5pm on that same day.**

I am expecting postings and comments every week of the semester, excluding Thanksgiving week (n=14).

MIDTERM AND FINAL EXAMS

The midterm and final exams will consist of three short essay questions (with a word limit of 500 words per answer). Both exams are open book, meaning that you can consult the readings, video lectures 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. You will have a week to complete each of the exams, which will be handed in through an assignment portal on carmen.osu.edu. See the class schedule below for dates.

CRITICAL READING ANALYSIS

You are responsible for handing in two critical reading analyses during the semester. The timing of the reading analyses is up to you. However, **you must hand in a critical reading analysis within one week of when the reading appears on the class schedule** (see below). For example, if you choose to review a reading assigned on

Wednesday of the third week of classes, your review will be due via Carmen no later than 5pm on Wednesday of the fourth week of classes.

Your critical reading analysis must be **at least 2 full pages in length, double-spaced with regular 1" margins, excluding bibliography**. I am not assigning an upper limit. However, please note that writing a lot doesn't always make for better or more compelling work; quantity is not the same thing as quality. I am assuming that the bulk of reviews will be less than 3 pages in length.

This is an individual activity and not a group exercise.

So, what is a critical reading analysis?

- A critical reading analysis is a focused and careful engagement with a specific reading. The goal of a reading analysis is twofold: first, to **unpack and expand on the core theme (or themes) in a selected reading**; and second, to **evaluate or assess the reading with respect to other readings and/or material in the class (lecture material, lecture videos, etc)**. A good way to think about a critical reading analysis is that it is both a **review** and an **assessment**.
- A critical reading analysis 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 and assessment. Reading 'closely' means avoiding vague references to a text, as well as generalizations or claims not based in the reading.

- A good reading analysis will include a focused thesis statement that helps the reader follow your review and assessment.
- A critical reading analysis is not a blow-by-blow review. However, you are going to need to summarize specific elements of the article in order to write your review. Be careful with the amount of time you dedicate to your summary! Summarize only what you need to summarize in order 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 analysis for your assessment.

I will upload a grading metric for the critical reading analyses to guide your work. I will also post a video about how to tackle a critical reading analysis at the beginning of the semester.

ABSENCES AND MAKE-UPS

Legitimate excused absences from university business include: participation in a scheduled activity of an official University organization, verifiable confining illness, verifiable family emergencies, subpoenas, jury duty, and military service.

If you miss a deadline for any of these reasons, you must provide me with verifiable documentation (a note from your University organization, a doctor's note, etc.). The documentation must include a name and a telephone number for someone who can explain your absence.

If you miss a midterm exam or the final exam, and if you can provide valid documentation, the make-up exam must be written within two weeks (fourteen days) of the originally scheduled exam.

If you do not write the missed exam within the fourteen-day grace period, you will receive no grade (i.e., 0%) for the 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, you will be awarded an INC grade which I will later change based on your final exam grade.

Case-by-case exceptions for the fourteen-day policy will be made in the event that you contract COVID-19. Let's hope that doesn't happen! Remember, when you are on campus wear a face mask, wash your hands regularly, and social distance!

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) 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.

- The university's Code of Student Conduct defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process." While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors. The behaviors relevant to this seminar include:
- Violation of course rules
- Violation of program regulations
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies data or information for a laboratory experiment (i.e., a "dry lab") or other academic assignment. It also includes instances where a student submits data or information (such as a lab report or term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted
- Submitting plagiarized work for a course/program assignment

- falsification, fabrication, or dishonesty in conducting or reporting laboratory (research) results
- Alteration of grades in an effort to change earned credit or a grade
- Alteration and/or unauthorized use of university forms or records

LECTURE AND READING SCHEDULE

WEEK	TOPIC	DATE	DETAILS
WEEK 1	INTRODUCTION TO POLITICAL GEOGRAPHY I	8.26.2020	Review the class syllabus No reading
	INTRODUCTION TO POLITICAL GEOGRAPHY II	8.28.2020	Review the class syllabus No reading
WEEK 2	QUANTITATIVE POLITICAL GEOGRAPHY AFTER WWII	8.31.2020	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.
	CORES, PERIPHERIES, AND WORLD SYSTEMS THEORY	9.2.2020	No reading
	MARXIST POLITICAL GEOGRAPHY, THE BASICS	9.4.2020	No reading
WEEK 3	LABOR DAY—NO CLASS	9.7.2020	No reading
	1968	9.9.2020	Review Jen Mapes and Sara Koopman's digital archive of the Kent State massacre at https://mappingmay4.kent.edu/
	GEOGRAPHIES OF CAPITALIST POWER I – CRISIS	9.11.2020	Harvey, David (1975). "The Geography of Capitalist Accumulation: A Reconstruction of the Marxian Theory". <i>Antipode</i> , Vol. 7(2), pp. 9-21.
WEEK 4	GEOGRAPHIES OF CAPITALIST POWER II – SPATIAL FIX AND SCALE	9.14.2020	
	REGULATION THEORY AND POLITICAL GEOGRAPHY	9.16.2020	No reading
	UNEVEN DEVELOPMENT	9.18.2020	Hudson, Ray (2020). "The Illegal, the Illicit and New Geographies of Uneven Development". <i>Territory, Politics, Governance</i> Vol. 8(2), pp. 161-176.

WEEK 5	GENTRIFICATION AND URBAN SPACE I – THE BASICS	9.21.2020	<p>Ramírez, Margaret M. (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.</p> <p>Kirkland, Elizabeth (2008). "What's Race Got To Do With it? Looking for the Racial Dimensions of Gentrification." <i>Western Journal of Black Studies</i>, Vol. 32(2), pp. 18-30.</p> <p><i>A House Divided: Inequality in Housing in New York City</i> (Norman Lear, 2016) Access through the Kanopy streaming service on the Ohio State library website at https://library.ohio-state.edu/record=e1002089~S7</p> <p>No reading</p>
	GENTRIFICATION AND URBAN SPACE II – RACE AND POLICING	9.23.2020	
	GENTRIFICATION, RACE, CLASS AND HOUSING INEQUALITY FILM—NO LECTURE	9.25.2020	
WEEK 6	RESIDENTIAL SEGREGATION	9.28.2020	Review housing segregation data from the ProPublica report 'Living Apart: Fair Housing in America' at https://projects.propublica.org/graphics/city-maps
	PLACE AND LOCALITIES STUDIES	9.30.2020	Massey, Doreen (1993). "Power-Geometry and a Progressive Sense of Place". In <i>Mapping the Futures</i> , edited by J. Bird, B. Curtis, T. Putnam and G. Robertson. London, Routledge, pp. 59-69.
	POSTSTRUCTURAL POLITICAL GEOGRAPHY – ARCHITECTURE AND URBAN FORM	10.2.2020	
WEEK 7	POSTSTRUCTURAL POLITICAL GEOGRAPHY – DEBATES ABOUT KNOWLEDGE	10.5.2020	Derickson, Kate D. (2009). "Towards a Non-Totalizing Critique of Capitalism." <i>Geographical Bulletin</i> , Vol. 50(1), pp. 3-15.
	SPACE (RELATIVE, RELATIONAL, AND ABSOLUTE)	10.7.2020	No reading
	THE PRODUCTION OF SPACE	10.9.2020	Buckley, Michelle & Strauss, Kendra (2016). "With, Against and Beyond Lefebvre: Planetary Urbanization and Epistemic plurality." <i>Environment and Planning D: Society and Space</i> , Vol. 34(4), pp. 617-636.
WEEK	TERRITORY AND TERRITORIALITY	10.12.2020	No reading

	POWER—SOVEREIGNTY, DISCIPLINARITY, AND BIOPOLITICS	10.14.2020	No reading
	STATES AND STATE POWER	10.16.2020	No reading
WEEK 9	SETTLER COLONIALISM I	10.19.2020	<p>Gordon, Neve & Ram, Moriel (2016). "Ethnic Cleansing and the Formation of Settler Colonial Geographies." <i>Political Geography</i>, Vol. 53(1), pp. 20-29.</p> <p>Read the March 2020 High Country News story on land grant universities at https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities</p> <p>Review land grant data for Ohio State at https://www.landgrabu.org/</p> <p>***MIDTERM EXAM POSTED ON CARMEN.OSU.EDU***</p>
	SETTLER COLONIALISM II	10.21.2020	No reading
	NATIONS AND NATIONALISM	10.23.2020	No reading
WEEK 10	ELECTORAL GEOGRAPHY, REDISTRICTING AND RACE	10.26.2020	<p>No reading</p> <p>***MIDTERM EXAM DUE ON CARMEN.OSU.EDU BEFORE 5PM***</p>
	POLICE POWER	10.28.2020	Mitchell, Katharyne (2010). Ungoverned space: global security and the geopolitics of broken windows. <i>Political Geography</i> , Vol. 29(2), pp. 289-297.
	POWER 2.0—TOPOGRAPHY VERSUS TOPOLOGY	10.30.2020	<p>Make a Mobius strip https://www.wikihow.com/Make-a-Mobius-Strip</p> <p>Dixon, Deborah P. & Jones II, J. P. (2014). "The Tactile Topologies of Contagion." <i>Transactions of the Institute of British Geographers</i>, Vol. 40(2), pp. 223-234.</p>

WEEK 11	POWER 2.0—EFFECT	11.2.2020	Collier, Steven J. (2009). "Topologies of Power: Foucault's Analysis of Political Government beyond 'Governmentality'." <i>Theory, Culture & Society</i> , Vol. 26(6), pp. 78-108.
	POWER 2.0—AFFECT	11.4.2020	Woodward, Keith & Bruzzone, Mario (2015). "Touching Like a State". <i>Antipode</i> , Vol. 47(2), pp. 539-556.
	POWER 2.0—OBJECT	11.6.2020	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.
WEEK 12	POWER 2.0—INFRASTRUCTURE	11.9.2020	Wakefield, Stephanie (2018). "Infrastructures of Liberal Life: From Modernity and Progress to Resilience and Ruins." <i>Geography Compass</i> , Vol. 12(7), pp. 1-14.
	VETERAN'S DAY—NO CLASS	11.11.2020	No readings
	POWER 2.0—ASSEMBLAGE	11.13.2020	Anderson, Ben, et al. (2012). "On Assemblages and Geography." <i>Dialogues in Human Geography</i> , Vol. 2(2), pp. 171-189.
WEEK 13	BORDERS AND BORDERING	11.16.2020	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.
	POLITICAL GEOGRAPHY OF MOBILITY AND IMMOBILITY I	11.18.2020	
	POLITICAL GEOGRAPHY OF MOBILITY AND IMMOBILITY II	11.20.2020	
WEEK 14	READING CATCH UP DAY—NO CLASS	11.23.2020	No reading
	THANKSGIVING DAY—NO CLASS	11.25.2020	No reading
	INDIGENOUS PEOPLE'S DAY—NO CLASS	11.27.2020	No reading
WEEK 15	POLITICAL GEOGRAPHY OF THE ANTHROPOCENE I	11.30.2020	<i>Anthropocene: The Human Epoch – How Humans Have Impacted the Planet</i> (Jennifer Baichwal, Nicholas de Pencier, Edward Burtynsky, 2019) Access through the Kanopy streaming service on the Ohio State library website at https://library.ohio-state.edu/record=e1002089~S7

	POLITICAL GEOGRAPHY OF THE ANTHROPOCENE II	12.2.2020	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.
	REVIEW CLASS	12.4.2020	No reading

EXAM WEEK	FINAL EXAM DUE 11:15AM VIA CARMEN	12.9.2020	FULL FINAL EXAM SCHEDULE AVAILABLE AT HTTPS://REGISTRAR.OSU.EDU/SCHEDULING/SCHEDULINGCONTENT/AU2OFINALS.PDF
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