

Geography 4100

GEOGRAPHIC INQUIRY

Spring 2020

This syllabus was amended on March 16 2020 to reflect the suspension of in-person teaching and face-to-face instruction through the end of the semester due to COVID19. All changes to the original syllabus are marked with 'track changes'.

CLASS LOCATION	2186 SMITH LAB
CLASS TIME	MON, WED, FRI 10:20AM-11:15AM
PROFESSOR MAT COLEMAN 1156 Derby Hall Email: coleman.373@osu.edu Office hours: MON, WED 2:00PM-4:00PM <u>I will host one collective office hour per week on Wednesdays via Zoom. I will send out an invite for the Zoom office hours ahead of time. The office hours will be recorded and posted on the class website.</u>	



LIFE: "Full frame of movie audience wearing special 3D glasses to view film *Bwana Devil* which was shot with new natural vision 3 dimensional technology." photo by J.R. Eyerman, Paramount Theater, Hollywood, California, November 26, 1952.

Course description: History of geographic thought; covers major advances and debates in theory and method, and outlines major contributions of geographic research. This is a capstone course for Geography majors in Environment & Society and Urban, Regional, and Global Studies specializations. <https://geography.osu.edu/courses/4100>

Student Life Disability Statement

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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Counseling and Consultation Statement

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 Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin 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 Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org

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.

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DETAILED COURSE DESCRIPTION

In order to **provide geography majors and minors with a comprehensive examination of theory and practice in the field of human geography**, this **reading-intensive and discussion-centered seminar** will examine important current chapters in the edifice of human geographic thought as well as provide students with an account of the political, economic, and socio-cultural contexts of various contemporary 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 and debates. Although the course tackles in detail current controversies and debates in human geography, we will also review past debates and controversies.

Geography 4100 is organized on a weekly basis. Each week will follow the same structure:

- a broad lecture-style discussion on Monday;
- students convene in small groups to review and summarize the week's readings on Wednesday;
- group representatives will present a short, critical, assessment of the readings and field questions during a brief open Q&A session on Friday.

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** every week, for a total of 9 hours of work per course per week, for the student to earn a **C grade**. Students interested in earning a higher grade should consider spending more time outside of class on the readings.

This seminar is designed as a **capstone experience for graduating seniors**, and as such comprises **advanced readings, advanced assignments, and advanced expectations for participation and writing**. At the beginning of the seminar we will review how to approach a

reading-intensive seminar, and how best to use your weekly time to complete the class successfully (see schedule below).

A large amount of work for the seminar will be completed in a group setting. You will have the opportunity to grade your team members with respect to their work effort and the quality of their contributions to the group.

COURSE WEBSITE

I will post the course syllabus, announcements, some readings, notes, and other useful resources on the class website at www.carmen.osu.edu.

READINGS

Each week students are expected to complete between 3 and 5 readings relevant to the topic under consideration. Because the second and third meeting each week concern group work and presentations, you will have to arrange to **have the readings entirely finished before the Wednesday seminar**. On Mondays I will lecture about large themes and debates related to the weekly readings. It will benefit you to have finished the readings before seminar on Monday, but I am not making it mandatory. It is, however, **mandatory that you complete the readings for the start of Wednesday's class**.

Students are expected to find and download the readings from the university's library website, at library.osu.edu. I will show you how to do this during our classes on January 8 and 10. Readings listed in the schedule below with an asterisk are not available on the library website and will be uploaded to Carmen. The majority of the readings comprise peer-reviewed journal articles; most of the readings that are not readily available on the university's library website are book chapters and/or book excerpts.

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. An important part of your grade (see below) is coming to class ready to discuss the readings competently.

I have scheduled two 'reading weeks', designed to help you keep up with the readings. There will be no class on these weeks. See the class calendar, below, for more details.

If you are looking for comprehensive, but brief, review material for key concepts and debates in Geography, consider:

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. **Available as an e-book through the university library system.**

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. We are using several entries as assigned readings in the class but there are hundreds more entries in the book that might be useful.

Available as an e-book through the university library system.

Gregory D, Johnston R, Pratt G, Watts MJ and Whatmore S (2009). *The Dictionary of Human Geography*. London: Wiley. This is an advanced and comprehensive dictionary for core concepts, debates, and scholars in Geography. I consider it core reading for any and every Geography major or minor.

These are not mandatory readings, but having them on hand will definitely enhance your experience in this seminar.

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 pass

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>

COURSE GRADE

There is no midterm or final exam for this class.

Grade item	Details	Weight
Participation and effort	Overall participation and effort grade assigned by me at the end of the class, using the qualitative metric above <u>I will assign the participation grade, on 30%, as of March 6 2020. I will not evaluate participation for the remainder of the semester.</u>	30%
Peer participation and effort assessment	Overall participation and effort grade assigned by your peers at the end of the class, using the qualitative metric above Due to cancellation of the group project, I am discontinuing this component of your grade.	10%
Core assignment, in teams	See explanation, below Due to the suspension of face-to-face curricular activities, I am canceling the group assignment. However, because many of you have already started work on the group project, I am rewarding each of you an automatic 15% in this category. This is my attempt to make the transition to online learning as painless as possible for you.	50% 15%
Attendance	Daily <u>I will assign the attendance grade, on 10%, as of March 6 2020. I will not evaluate attendance for the remainder of the semester.</u>	10%
Weekly discussion post and engagement	See explanation below	20%
Reading analysis	See explanation, below	20%
Completion of survey	See explanation, below	5%

PARTICIPATION AND EFFORT (30%)

At the end of every Wednesday and Friday class I will be assigning a coarse letter grade for every student in the seminar, based on my qualitative assessment of their participation. I will be looking for evidence that students have read the articles for the class in question, and that they are engaging productively and respectfully with their peers over the readings. At the end

of the semester I will average my individual, class-specific assessments for each student to arrive at a final participation grade.

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. Listening is an important aspect of successful group work.

PARTICIPATION AND EFFORT PEER ASSESSMENT (10%)

~~At the end of the semester, each student will prepare a formal assessment of their team members based on a rubric that I will provide. These assessments will be emailed to me individually, and will not be shared with anyone else. What this means is that if you are working in a team of four, each person in the team will receive three peer assessments and will complete three peer review assessments. I will compute an average for these assessments.~~

ATTENDANCE (10%)

You will be responsible for signing an attendance sheet each class.

CORE ASSIGNMENT (50%)

~~Your core assignment for the seminar will be teamwork-based; I will not be accepting individual assignments. You will produce your core assignment with peers from your weekly discussion group. I am anticipating that the weekly discussion groups will comprise 4-5 students.~~

~~The basis for the core assignment is to engage critically and creatively with at least one of the weekly topics — and hence with the lecture material and assigned readings for that week. I am open to a variety of projects, and as such I am expecting that you will brainstorm in a team setting and then approach me to arrange the specific contours for your assignment. I am anticipating a range of possible formats for your core assignment — podcast, online video, art installation, graphic novel, play, board game, screen play, musical performance, 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 if you are working in a group of 4, I am expecting the equivalent of a 40-page term paper in terms of effort. I will draw up contracts for each group of students based on the plan that each group brings to me during office hours.~~

~~I will explicitly reward creativity in terms of the format of the core assignment. I will also be rewarding projects which involve the collection of data and/or fieldwork as a supplement to the readings we are doing in the class.~~

~~**The core assignment is not something that can be accomplished successfully at the end of the semester; this is something you'll need to be working on right from the start of the semester.**~~

WEEKLY DISCUSSION POST (4 x 5%)

Every Friday by 10:20 am (normal seminar start time), you will post a discussion question or prompt on the Carmen website. The discussion question should demonstrate that you have a comprehensive grasp of the readings for the week. Please keep your question or prompt to 150 words, and make sure that you write as clearly as possible. Please also reference a specific reading or readings, as well as page numbers, in your post.

I am also expecting that each of you comment on at least one discussion question or prompt raised by your peers by 5pm every Friday.

The discussion post threads on Carmen will close at 5pm on each Friday. You will be unable to post after the thread closes.

My hope with this exercise is to have you continue the excellent conversations we were having during seminar.

END OF SEMESTER SURVEY (5%)

At the beginning of the semester, I asked you to fill out a 'Fundamental Concepts in Human Geography' survey. The goal of the survey was to get a better sense of your background in human geography, as well as your overall conceptual and practical training as a geographer.

In order to end the semester online, I will re-administer the survey for 5% of your final grade. Your responses on the survey should be typed out in a word document and handed in via Carmen. Although I am not assigning a page limit, and although I am not formally grading the survey (you are getting 5% if you turn it in), I am hoping that you will take time to answer it thoughtfully and fully. I will be comparing your answers at the end of the semester with your answers at the beginning of the semester.

READING ANALYSIS (20%)

You will hand in a reading analysis for any set of weekly readings on the revised seminar schedule (see below). Your reading analysis is due on or before April 20 at noon. Your reading analysis must be submitted through Carmen where it will be checked against Turnitin.com. I will not accept your reading analysis via email.

Your reading analysis is subject to the COAM expectations outlined in the original syllabus. This is an individual activity and not a group exercise.

Late penalties will be assessed as per the original syllabus.

Your reading analysis must be 5 full pages in length, excluding bibliography.

So what is a reading analysis?

- A reading analysis is a focused and careful engagement with a collection of readings. The goal of a reading analysis is to unpack and expand on a common theme (or themes) across a series of readings.
- A reading analysis is a detail-oriented evaluation of the texts in question, and as such should take the form of a 'close reading'. Reading 'closely' means digging into a series of texts – often at the level of specific paragraphs or anchor points in the texts rather than the text as a whole – and extracting a pattern across the texts that makes them part of a body of knowledge, or debate. You should focus your reading analysis on common refrains, differences, contradictions, disagreements, discrepancies, etc. across the readings. Reading 'closely' means avoiding vague references to the texts in question, as well as generalizations or claims not based in the readings. This is your chance to be creative and reflective with the readings, and to demonstrate a structure or order that joins the readings together, in agreement or debate.
- A competent reading analysis will center on a focused thesis statement that helps the reader follow your analysis.
- A reading analysis is not a blow-by-blow review. However, you are going to need to briefly summarize specific elements of each article in order to write your analysis. Be careful with the amount of time you dedicate to your summaries. Summarize only what you need to summarize in order to make your argument about what joins the texts together!

I will upload a grading metric for the reading analyses to guide your work.

LATE PENALTIES AND ABSENCES

Because the core assignment for this class is based in group work and set out in advance, **I will not be accepting any late material for the core assignment.** There will be no exceptions to this rule. **If your core assignment is not handed in on time, I will not accept it.**

Legitimate excused absences, on a daily basis, include: participation in a scheduled activity of an official University organization which interferes with your completion of an assignment, verifiable confining illness, verifiable family emergencies, subpoenas, jury duty, and military service. If you miss a seminar 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 do not have an excused absence you will be docked for attendance and participation.

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

CLASS PROTOCOLS

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

- We all use them, but in a seminar setting **cell phones, smart phones and other mobile communication devices are disruptive to your colleagues' learning**. You may not use of these devices during seminar. Please **turn off your cell phone ringer** before the class starts, and please refrain from messaging your friends while class is in session. If you use your mobile device in class, or if your cell rings in class, I will take your name, give you a 1st warning, and remind you of the class policy. **If you violate this policy again, I will ask you to leave the classroom for the remainder of the seminar period. You will meet with me in office hours to discuss your disruptive behavior.** I may elect to remove you from the class depending on circumstances. There will be no exceptions to this rule.
- This seminar prompts you to reconsider and re-evaluate basic concepts in human geography by virtue of engaging with a range of advanced, contemporary debates in human geography. Approach the material with an open mind. Some of the material is ultimately not going to appeal to you; in fact, to be frank, some of it doesn't appeal to me. However, **there is always something to learn, even if the material at hand is not something you immediately love.**
- Students will, at all times and without any exceptions, act professionally and courteously in the seminar room. In particular, I am expecting that your engagement with me, and especially with your peers, is not hostile or derisory, and that you respect social difference. In particular, **I will not tolerate language or commentary that is racist, sexist, patriarchal, or homophobic.** If your participation disrupts the class, or is not respectful to your peers, or me, on the above grounds, I will drop you from the class as per the University Faculty Rule **3335-8-33 (E) (Conditions and Procedures for Disenrollment from a Course)** (see <https://trustees.osu.edu/university-faculty-rules/3335-8>). There will be no exceptions to this rule.
- If you miss a seminar, it is commonsense that you get a full set of notes from one of your colleagues.

Class Lecture Schedule

Readings marked with an asterisk will be uploaded to Carmen. **Students are responsible for finding the remainder of the readings through the library website at library.osu.edu.** On January 6 I will show you how to find readings through the library.

	Date	Topic	Reading
Week 1	January 6	Syllabus and class overview	Introduction to syllabus including a short tutorial on finding readings at the library.
	January 8	How to do well in this seminar: the ABCs of reading, notetaking, and writing in an upper division 4000-level seminar	This is a very important class. Do not miss it. *McGuire, S. Y. (2015). "The Power of Teaching Bloom's Taxonomy and Study Cycle to Students" and "Metacognitive Learning Strategies at Work". <i>Teach Students How To Learn</i> . Sterling VA, Stylus: 29-59.
	January 10	How to do well in this seminar: the ABCs of reading, notetaking, and writing in an upper division 4000-level seminar (con't) Small group writing exercise	Continued discussion of McGuire from January 8. Get to know your colleagues by developing a comprehensive definition of Geography based on your experiences so far (prior classes, internships, research experiences, lab experiences, etc). Emphasize the practical aspects of the discipline, but pay specific attention to the more abstract explanatory concepts that define your training as a geographer. Bring a laptop and be prepared to submit a written document at the end of the class. Be prepared to share with your other colleagues in the class.
Week 2	January 13	(Lecture) So, you think you're a geographer? Well then, what exactly is 'space'???	*Harvey, D. (2006). "Space as a Keyword". <i>Spaces of Global Capitalism: Towards a Theory of Uneven Development</i> . London, Verso: 117-148.
	January 15	(Student discussion group work) Relative, relational, and absolute space	*Massey, D. (1993). "Power-Geometry and a Progressive Sense of Place". <i>Mapping the Futures</i> (eds.) J. Bird, B. Curtis, T. Putnam & G. Robertson. London, Routledge: 59-69.
	January 17	(Student presentations) Relative, relational, and absolute space	Steinberg, P. and K. Peters (2015). "Wet Ontologies, Fluid Spaces: Giving Depth to

			Volume Through Oceanic Thinking." <i>Environment and Planning D: Society and Space</i> 33(2): 247-264.
Week 3	January 20	MLK Day—NO CLASS	N/A
	January 22	(Lecture) Henri Lefebvre on the production of space	McCann, E. J. (1999). "Race, Protest, And Public Space: Contextualizing Lefebvre in the US City." <i>Antipode</i> 31(2): 163-184.
	January 24	(Lecture) Henri Lefebvre on the production of space (con't)	Simonsen, K. (2005). "Bodies, Sensations, Space and Time: The Contribution from Henri Lefebvre." <i>Geografiska Annaler Series B-Human Geography</i> 87B(1): 1-14.
Week 4	January 27	(Lecture) Mobility studies	Büscher, M. and J. Urry (2009). "Mobile Methods and the Empirical." <i>European Journal of Social Theory</i> 12(1): 99-116. Cresswell, T. (2010). "Towards a Politics of Mobility." <i>Environment and Planning D: Society and Space</i> 28(1): 17-31. *Ferrell, J. (2018). "Drift Dialectics". <i>Drift: Illicit Mobility and Uncertain Knowledge</i> . Los Angeles, University of California Press: 3-25. Sheller, M. (2016). "Uneven Mobility Futures: A Foucauldian Approach." <i>Mobilities</i> 11(1): 15-31.
	January 29	(Student discussion group work) Mobility studies	
	January 31	(Student presentations) Mobility studies	
Week 5	February 3	(Lecture) Positionality	Mott, C. and S. M. Roberts (2014). "Not Everyone Has (the) Balls: Urban Exploration and the Persistence of Masculinist Geography." <i>Antipode</i> 46(1): 229-245. *Nagar, R. (2014). "Reflexivity, Positionality, and Languages of Collaboration in Feminist Fieldwork" and "Representation, Accountability, and Collaborative Border Crossings: Moving Beyond Positionality". <i>Muddying the Waters: Coauthoring Feminisms Across Scholarship and Activism</i> . Urbana, University of Illinois Press: 81-124. Rose, G. (1997). "Situating Knowledges: Positionality, Reflexivities and Other Tactics." <i>Progress in Human Geography</i> 21(3): 305-320.
	February 5	(Student discussion group work) Positionality	
	February 7	(Student presentations) Positionality	

Week 6	February 10	(Lecture) From scale to flat ontology	<p>Jones III, J. P., Keith Woodward, and Sallie A. Marston (2007). "Situating Flatness." <i>Transactions of the Institute of British Geographers</i> 32: 264-276.</p> <p>Marston, S. A., et al. (2005). "Human Geography Without Scale." <i>Transactions of the Institute of British Geographers</i> 30(4): 416-432.</p> <p>Woodward, K., et al. (2010). "Of Eagles and Flies: Orientations Toward the Site." <i>Area</i> 42(3): 271-280.</p>
	February 12	(Student discussion group work) From scale to flat ontology	
	February 14	(Student presentations) From scale to flat ontology	
Week 7	February 17	(Lecture) Object-oriented studies in geography	<p>Boyce, G. (2015). "The Rugged Border: Surveillance, Policing and the Dynamic Materiality of the US/Mexico Frontier." <i>Environment and Planning D: Society and Space</i> 34(2): 245-262.</p> <p>Clark, N. and M. J. Hird (2014). "Deep Shit." <i>O-Zone: A Journal of Object-Oriented Studies</i> 1(1): 44-52.</p> <p>Shaw, I. G. R. and K. Meehan (2013). "Force-full: Power, Politics and Object-Oriented Philosophy." <i>Area</i> 45(2): 216-222.</p>
	February 19	(Student discussion group work) Object-oriented studies in geography	
	February 21	(Student presentations) Object-oriented studies in geography	
Week 8	February 24	(Lecture) The topological turn	<p>Amin, A. (2004). "Regions Unbound: Towards a New Politics of Place." <i>Geografiska Annaler Series B-Human Geography</i> 86(1): 33-44.</p> <p>Collier, S. J. (2009). "Topologies of Power: Foucault's Analysis of Political Government beyond 'Governmentality'." <i>Theory, Culture & Society</i> 26(6): 78-108.</p> <p>Lash, S. (2012). "Deforming the Figure: Topology and the Social Imaginary." <i>Theory, Culture & Society</i> 29(4-5): 261-287.</p> <p>See also the interview with Stephen Collier at https://www.theoryculturesociety.org/interview-with-stephen-j-collier-on-foucault-assemblages-and-topology/</p>
	February 26	(Student discussion group work) The topological turn	
	February 28	(Student presentations) The topological turn	

Week 9	March 2	(Lecture) Anthropocene	Castree, N. 2014. "Geography and the Anthropocene I: the Back Story." <i>Geography Compass</i> 8(7): 436-449.
	March 4	(Student discussion group work) Geography and the Anthropocene	Castree, N. 2014. "Geography and the Anthropocene II: Current Contributions." <i>Geography Compass</i> 8(7): 450-463.
	March 6	(Student presentations) Geography and the Anthropocene	Castree, N. 2014. "Geography and the Anthropocene II: Future Directions." <i>Geography Compass</i> 8(7): 464-476. *Pulido, L. (2018) "Racism and the Anthropocene". <i>The Remains of the Anthropocene</i> (eds.) G. Mitman, R. Emmett & M. Armiero. Chicago: University of Chicago Press: 116-128. Waters, C. N., et al. (2016). "The Anthropocene is Functionally and Stratigraphically Distinct from the Holocene." <i>Science</i> 351(6269): aad2622.
Week 10	March 9-13	SPRING BREAK – NO CLASS	N/A
<u>COVID19 POLICY ANNOUNCED BY UNIVERSITY ON MARCH 9 2020, FACE-TO-FACE INSTRUCTION SUSPENDED</u>			
<u>WEEK 11</u>	<u>March 16-20</u>	<u>EXTENDED SPRING BREAK – NO CLASSES</u>	<u>N/A</u>
Week 12	March <u>23</u>	<u>Brief lecture video online; at-home reading</u> White supremacy, white privilege, and geography	McKittrick, K. (2015). "Mathematics Black Life." <i>The Black Scholar</i> 44(2): 16-28.
	March <u>25</u>	<u>At-home reading</u> White supremacy, white privilege, and geography	Pulido, L. (2015). "Geographies of Race and Ethnicity I: White Supremacy vs White Privilege in Environmental Racism Research." <i>Progress in Human Geography</i> 39(6): 809-817.
	March <u>27</u>	<u>Discussion post due at 10:20am, responses to posts due by 5pm</u> White supremacy, white privilege, and geography	Radcliffe, S. A. (2017). "Decolonising Geographical Knowledges." <i>Transactions of the Institute of British Geographers</i> 42(3): 329-333.

			<p>Tolia-Kelly, D. P. (2017). "A Day in the Life of a Geographer: 'Lone', Black, Female." <i>Area</i> 49(3): 324-328.</p> <p>Interview with Laura Pulido at https://edgeeffects.net/white-supremacy-environmental-racism/</p> <p>Explore American Association of Geographers data on race and ethnicity at http://www.aag.org/cs/disciplinarydata/raceandethnicity</p>
Week 12	March 23-27	READING WEEK—NO CLASS	<p>N/A</p> <p>Use this time to work on your core assignment. I will hold extended office hours this week.</p>
Week 13	March 30	<u>Brief lecture video online; at-home reading</u> The neoliberal university and you	Lazzarato M (2012). "Neoliberalism in Action: Inequality, Insecurity and the Reconstitution of the Social". <i>Theory, Culture & Society</i> , 26 (6): 109-133.
	April 1	<u>At-home reading</u> The neoliberal university and you	Mountz A, Bonds A, Mansfield B, Loyd J, Hyndman J, Walton-Roberts M, et al (2015). "For Slow Scholarship: A Feminist Politics of Resistance through Collective Action in the Neoliberal University". <i>ACME</i> , 14 (4): 1235-1259.
	April 3	<u>Discussion post due at 10:20am, responses to posts due by 5pm</u> The neoliberal university and you	Meyerhoff E, Johnson E, and Braun B (2011). "Time and the University". <i>ACME</i> , 10 (3): 483-507.
Week 14	April 6-10	READING WEEK—NO CLASS	<p>N/A</p> <p>Use this time to work on your core assignment. I will hold extended office hours this week.</p>
WEEK 14	April 6	<u>Brief lecture video online; at-home reading</u> The topological turn	<u>Amin, A. (2004). "Regions Unbound: Towards a New Politics of Place." <i>Geografiska Annaler Series B-Human Geography</i> 86(1): 33-44.</u>
	April 8	<u>At-home reading</u> The topological turn	<u>Collier, S. J. (2009). "Topologies of Power: Foucault's Analysis of Political Government beyond 'Governmentality'." <i>Theory, Culture & Society</i> 26(6): 78-108.</u>
	April 10	<u>Discussion post due at 10:20am, responses to posts due by 5pm</u> The topological turn	

			<p>Lash, S. (2012). "Deforming the Figure: Topology and the Social Imaginary." <i>Theory, Culture & Society</i> 29(4-5): 261-287.</p> <p>Dixon, D. and J. P. Jones III (2014). "The Tactile Geographies of Contagion." <i>Transactions of the Institute of British Geographers</i> 40(2): 223-234.</p> <p>See also the interview with Stephen Collier at https://www.theoryculturesociety.org/interview-with-stephen-j-collier-on-foucault-assemblages-and-topology/</p>
Week 15	April 13	Brief lecture video online; at-home reading Animal geographies	Brown, M. and C. Rasmussen (2010). "Bestiality and the Queering of the Human Animal." <i>Environment and Planning D: Society and Space</i> 28(1): 158-177.
	April 15	At-home reading Animal geographies	
	April 17	Discussion post due at 10:20am, responses to posts due by 5pm Animal geographies	<p>Pile, S. (2014). "Beastly Minds: a Topological Twist in the Rethinking of the Human in Nonhuman Geographies Using Two of Freud's Case Studies, Emmy von N. and the Wolfman." <i>Transactions of the Institute of British Geographers</i> 39(2): 224-236.</p> <p>Rasmussen, C. (2013). <i>Screwing with Animals: Industrial Agriculture and the Management of Animal Sexuality. Sexuality, Rurality, and Geography</i> (eds.) A. Gorman-Murray, B. Pini & L. Bryant. Lanham, Lexington Books.</p>
Week 16	April 20	<p>Reading analysis due at noon via Carmen</p> <p>'Fundamental Concepts in Human Geography' survey due at noon via Carmen</p>	<p>N/A</p> <p>Core assignment due in class</p>
Exam week	April 22-28		You made it! There is no exam in this class!