

Geography 3600

# SPACE, POWER & POLITICAL GEOGRAPHY

Autumn 2015

CLASS LOCATION	PAGE HALL 020	PROFESSOR MAT COLEMAN 1156 Derby Hall Email: <a href="mailto:coleman.373@osu.edu">coleman.373@osu.edu</a>
CLASS TIME	MON, WED, FRI 1:50PM-2:45PM	Office hours: WED, 3-4:50pm 1156 Derby Hall TA: Minkyung Koh, <a href="mailto:koh.54@buckeyemail.osu.edu">koh.54@buckeyemail.osu.edu</a>

## Students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should contact me as soon as possible in the semester to discuss your requirements. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## COURSE DESCRIPTION

Political geography is the study of power and space; that is, the study of how power relationships are at once spatial relationships, and how spaces are the product of relationships of power. GEOG 3600 introduces students to the space-power interrelationship by reviewing a suite of key theories and theoretical debates on power and space, touching on concepts such as space, territoriality, scale, power geometry, and states. GEOG 3600 also looks at the space-power relationship through a variety of real-world domestic and international examples which emphasize how the study of space requires dealing with the politics of race, class, gender, sexuality, and nationality.

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

## GENERAL EDUCATION GOALS & EXPECTED LEARNING OUTCOMES

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

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

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

2. **Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.**

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

**3. Students develop abilities to comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.**

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

**COURSE WEBSITE**

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

**TEXTBOOKS**

I am not assigning a textbook for this class. Instead, the class readings comprise academic, peer-reviewed journal articles and/or book chapters. Some weeks have more readings than others, but on average students are responsible for one reading per week. My expectation is that students complete the readings prior to coming to class.

**GRADING SCALE**

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

**COURSE GRADE**

Grade item	Details	Weight
Attendance	Per class, converted into a grade on 10%	10%
Surprise quizzes	In class, based on lecture material and readings	10%
Article review	Details below	20%
Midterm examination	In class, regular location and time	30%
Final examination	<b>Wednesday December 16 2:00pm-3:45pm</b>	30%

**ARTICLE REVIEW ASSIGNMENT**

An important component of your grade comes from a critical article review exercise, due December 9 at noon (12:00pm), via Carmen Dropbox. Your review will critically address one of the readings assigned in the class.

The 6 page (double-spaced), TNR 12 pt font review will include, in this order:

- title and name (page 1);
- no less than a 150 word abstract (page 1);
- a full 2 pages of succinct and accurate review of the article (pages 2-3);
- a full 2 pages of creative critique/engagement/reactions (pages 4-5); and
- a full bibliography (page 6).

Students will be graded for:

- spelling and grammar;
- the accuracy and comprehensiveness of the review;
- the logic, coherence, and clarity of the critique/engagement;
- a succinct 150 word abstract that outlines the argument;
- use of regular 1" margins; and,
- proper bibliographic and in-text citation.

We will discuss in-text citation style and bibliographic style in the seminar.

### LATE PENALTIES

Your article review assignment will be time-stamped by Carmen Dropbox. Any assignment submitted after noon on December 9 will be penalized 10% per 24 hour period. This means that an assignment turned in at 12:01 pm will incur a 10% penalty. Please familiarize yourself with the Carmen Dropbox process before the due date so that you don't end up missing the submission deadline. Don't be late! It would be good practice to not wait until the last minute to submit your work.

PLEASE NOTE: Assignments submitted through Carmen Dropbox are automatically submitted for an originality check

through Turnitin.com. See details on academic integrity and plagiarism below.

If you miss the article review deadline for a medical reason, you must give me an original doctor's note demonstrating that you sought medical attention for an unavoidable reason. The note must include the doctor's name and a telephone number where I can contact her/him. If you miss the article review deadline due to a valid medical emergency, I will give you an extra 24 hours to hand in the assignment. After 24 hours, the original late penalty procedure is restarted.

If you miss the midterm or final exam and wish to write a make-up, you must have an original doctor's note demonstrating that you sought medical attention for an unavoidable reason which prohibited you from taking the exam. The note must include the doctor's name and a telephone number where I can contact her/him. If you miss an exam due to a medical emergency, the make-up exam must be written within one week (seven days) of the originally scheduled exam. If you do not write the missed exam within the seven day period, you will receive no grade (i.e., 0%) for it.

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

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

### ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's

*Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and in this syllabus may constitute "Academic Misconduct."

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

If I suspect that a student has committed academic misconduct in this course, **I am obligated by University Rules to report my suspicions to the COAM.** If COAM determines that you have violated the University's *Code of Student Conduct* (*i.e.*, committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal. If you have any questions about this policy or what constitutes academic misconduct in this course, please contact me.

### CLASS PROTOCOLS

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

- **The use of cell phones, smart phones and other mobile communication devices in class is disruptive to your colleagues' learning.** The use of these devices is prohibited during class. Please **turn off your cell phone ringer** before the class starts. If you use your mobile device or if your cell rings in class, I will ask you to immediately leave the classroom for the remainder of the lecture period. There will be no exceptions to this rule.
- If you are using a laptop, tablet or another portable computing device, my expectation is that you are using it to take notes. Using your **portable devices** for other reasons (surfing, email, videos) is a distraction for you, and more importantly, for your peers. If I detect that you are using your tablet and/or laptop for any of these other activities, I will ask you to immediately leave the classroom for the remainder of the lecture period. There will be no exceptions to this rule.
- **I welcome your active participation during the lectures** in the form of questions regarding the material at hand. It is my responsibility to ensure that students' participation in class is orderly and respectful. If your participation disrupts the class, or is not respectful to me or your peers, I will ask you to leave the classroom for the lecture period and to meet with me immediately afterwards to discuss your continued enrollment in the class.
- I will post a condensed version of the **lecture slides** for each class at the end of every week. This does not mean that you are free to miss class. **I will present examples and details in class that will not appear on the lecture slides.** If you miss a class, it is highly recommended that you get a full set of notes from one of your colleagues. The exams are designed explicitly for students who attend class regularly.

# LECTURE AND READING SCHEDULE

WEEK	TOPIC	DATE	READINGS
1	INTRODUCTION TO SYLLABUS	8.26.2015	Bring an electronic and/or print version of the syllabus to class
1	BRIEF INTRO TO SPACE, PLACE, TERRITORY	8.28.2015	N/A
2	QUANTITATIVE POLITICAL GEOGRAPHY	8.31.2015	Barnes, T. 2011. Desk killers: Walter Christaller, Central Place Theory and the Nazis. On-line at <a href="http://www.geog.ubc.ca/~tbarnes/pdf/CHAPTER_Desk_killer.pdf">http://www.geog.ubc.ca/~tbarnes/pdf/CHAPTER_Desk_killer.pdf</a>
2	CORES AND PERIPHERIES, AND THE WORLD SYSTEMS APPROACH TO POWER AND SPACE	9.2.2015	N/A
2	MARXIST POLITICAL GEOGRAPHY	9.4.2015	N/A
3	LABOR DAY, NO CLASSES	9.7.2015	N/A
3	CIRCUIT OF CAPITAL AND CAPITALIST CRISIS	9.9.2015	Harvey, D. (1975). The geography of capitalist accumulation: a reconstruction of the Marxian theory. <i>Antipode</i> , 7, 9-21.
3	CIRCUIT OF CAPITAL AND THE SPATIAL FIX	9.11.2015	N/A
4	REGULATION THEORY	9.14.2015	N/A
4	UNEVEN DEVELOPMENT	9.16.2015	N/A
4	GENTRIFICATION	9.18.2015	Lees, L., Slater, T., & Wyly, E. (2008). The birth of gentrification. In <i>Gentrification</i> . New York: Routledge, 3-38.
5	PLACE	9.21.2015	N/A
5	LOCALITIES STUDIES	9.23.2015	N/A
5	MAQUILADORA EXPORT ZONES	9.25.2015	Wright, M. A. (2004). From protests to politics: sex work, women's worth, and Ciudad Juárez modernity. <i>Annals of the Association of American Geographers</i> , 94, 369-386.
6	POSTSTRUCTURAL POLITICAL GEOGRAPHY - ARCHITECTURE AND URBAN FORM	9.28.2015	N/A

6	POSTSTRUCTURAL POLITICAL GEOGRAPHY - DEBATES ON EPISTEMOLOGY	9.30.2015	N/A
6	SPACE	10.2.2015	Harvey, D. (2006). Space as a keyword. In <i>Spaces of Global Capitalism</i> . London: Verso, 117-148.
7	INTRODUCTION TO POWER	10.5.2015	N/A
7	POWER 2.0: EFFECT, AFFECT, OBJECT	10.7.2015	Williams, J., & Boyce, G. A. (2013). Fear, loathing and the everyday geopolitics of encounter in the Arizona borderlands. <i>Geopolitics</i> , 18, 895-916.
7	TERRITORY AND TERRITORIALITY	10.9.2015	N/A
8	TOPOGRAPHY VS TOPOLOGY	10.12.2015	Mezzadra, S., & Neilson, B. (2012). Between inclusion and exclusion: on the topology of global space and borders. <i>Theory, Culture &amp; Society</i> , 29, 58-75.
8	MIDTERM EXAM	10.14.2015	In class, regular time and regular location
8	<b>AUTUMN BREAK, NO CLASSES</b>	10.16.2015	N/A
9	STATES	10.19.2015	D'Arcus, B. (2003). Contested boundaries: native sovereignty and state power at Wounded Knee, 1973. <i>Political Geography</i> , 22, 415-437.
9	NATIONALISM	10.21.2015	N/A
9	ELECTORAL GEOGRAPHY, REDISTRICTING AND RACE	10.23.2015	N/A
10	RESIDENTIAL SEGREGATION	10.26.2015	See maps @ <a href="http://projects.propublica.org/graphics/city-maps">http://projects.propublica.org/graphics/city-maps</a> and <a href="http://www.wired.com/2013/08/how-segregated-is-your-city-this-eye-opening-map-shows-you/">http://www.wired.com/2013/08/how-segregated-is-your-city-this-eye-opening-map-shows-you/</a>
10	HOUSING AND CRISIS	10.28.2015	Wyly, E., Moos, M., Hammel, D. and Kabahizi, E. 2009. "Cartographies of race and class: mapping the class-monopoly rents of American subprime mortgage capital." <i>International Journal of Urban and Regional Research</i> , 33, 332-354.

10	POLICE POWER AND BROKEN WINDOWS THEORY	10.30.2015	Mitchell, K. (2010). Ungoverned space: global security and the geopolitics of broken windows. <i>Political Geography</i> , 29, 289-297.
11	FERGUSON AND ITS AFTERMATH	11.2.2015	Rios, V. 2011. The Flatlands of Oakland and the youth control complex. In <i>Punished: Policing the Lives of Black and Latino Boys</i> . New York: New York University Press, 24-42.
11	POLICE VISUALITY, RACIAL PROFILING AND 'HOT SPOT' POLICING	11.4.2015	Wall, T., & Linnemann, T. (2014). Staring down the state: police power, visual economies, and the war on cameras. <i>Crime, Media, Culture</i> , 10, 133-149.
11	INCARCERATION	11.6.2015	Gilmore, R. W. 1999. Globalization and U.S. prison growth: from military Keynesianism to post-Keynesian militarism. <i>Race &amp; Class</i> , 40,171-188.
12	DEPORTATION AND DETENTION	11.9.2015	N/A
12	VETERAN'S DAY, NO CLASSES	11.11.2015	N/A
12	U.S.-MEXICO BORDER	11.13.2015	Madsen, K. D. (2011). Barriers of the U.S.-Mexico border as landscapes of domestic political compromise. <i>Cultural Geographies</i> , 18, 547-556.
13	SCALE	11.16.2015	Cox, K. R. 1998. Spaces of dependence, spaces of engagement and the politics of scale, or: looking for local politics. <i>Political Geography</i> 17, 1-23.
13	POLITICAL GEOGRAPHIES OF FORDISM	11.18.2015	Watch <i>Modern Times</i> starring Charlie Chaplin, @ <a href="https://www.youtube.com/watch?v=jLHVT0-GgM">https://www.youtube.com/watch?v=jLHVT0-GgM</a>
13	POLITICAL GEOGRAPHIES OF POST-FORDISM	11.20.2015	N/A
14	SCALE AND SOCIAL REPRODUCTION	11.23.2015	Mitchell, K., Marston, S. A., & Katz, C. (2003). Life's work: an introduction, review and critique. <i>Antipode</i> , 35, 415-442.
14	THANKSGIVING, NO CLASSES	11.25.2015	N/A
14	THANKSGIVING, NO CLASSES	11.27.2015	N/A
15	CLASSICAL GEOPOLITICS	11.30.2015	N/A

15	CRITICAL GEOPOLITICS	12.2.2015	N/A
15	FEMINIST GEOPOLITICS	12.4.2015	Hyndman, J. (2010). The question of 'the political' in critical geopolitics: Querying the 'child soldier' in the 'war on terror'. <i>Political Geography</i> , 29, 247-255.
16	ANTI-GEOPOLITICS	12.7.2015	Tyner, J. A. 2011. Toward a non-killing geography: deconstructing the spatial logic of killing. In <i>Nonkilling Geography</i> , eds. J. A. Tyner & J. Inwood, 23-39. Honolulu: Center for Global Nonkilling.
16	REVIEW CLASS	12.9.2015	N/A *Article review due via Carmen @ noon*

*FINAL EXAM WEDNESDAY DEC 16 2:00PM-3:45PM
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