



SPACE & POWER

Thursdays 14:30 p.m. - 17:20 p.m.

CLE A308

A CRITICAL APPROACH TO POLITICAL GEOGRAPHIES

COURSE DESCRIPTION

This course focuses on the two-way relationship between space and power. It investigates how political processes shape human geography, and conversely, how assumptions about geography underscore global politics. We will examine the key themes, concepts, and theories that define the study of politics from a geographical perspective. Students will gain a critical understanding of and appreciation for the historical and contemporary challenges of sovereignty, territoriality, governmentality, identity, citizenship, difference, violence, genocide, colonialism, neoliberalism and war. The course culminates with the themes of resistance and emancipation, which will allow students to consider alternative configurations of space and power in keeping with the paper's critical approach.

As a fourth-year seminar, our approach to political geographies will be largely theoretical, where you are required to think critically about the concepts we explore through your engagement with the readings and during our meetings. This course is run as a seminar, which means that it requires your active participation and is thus necessarily reading-intensive. In addition to reading materials, occasional films will be shown during class time.

KEYWORDS: discourse; identity; colonialism; power; resistance; sovereignty; space

REQUIRED TEXTS

There is no required textbook for this course. All readings are available through UVic libraries.

EVALUATION

Attendance & Class Participation	10%
Short Written Responses to the Weekly Readings	35%
Seminar Facilitation	25%
Think Piece	30%

PREREQUISITE: One of GEOG 332, 347B, 344 or 386.

OFFICE HOURS & LOCATION

Monday 13:30 p.m. – 14:30 p.m. or by appointment
David Turpin B310
Telephone: 250-721-7340
Email: springer@uvic.ca

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geography.uvic.ca>
- Undergraduate Advisor: Dr. Phil Wakefield - pmw@uvic.ca
- Graduate Advisor: Dennis Jelinski - jelinski@office.geog.uvic.ca

COURSESPACES

I will post the course syllabus, outlines of slide presentations, and any additional relevant materials on the course's COURSESPACES website.

POLICY ON LATE ASSIGNMENTS

- Assignments submitted **ON TIME** will receive my full attention & useful feedback.
- Please speak with me well in advance if you anticipate a delay in submitting your work, particularly when dealing with illness or family conflicts.
- 5% per day penalty for late assignments including weekend days. For example, 5% will be deducted from the assignment (due in class) *if the assignment is submitted later in the day*. If the assignment is submitted the next day, 10% will be deducted from the assigned grade, and so forth.
- **Assignments submitted more than one week late will NOT be graded.**
- You may submit assignments electronically to meet a deadline but a hard copy **MUST** be submitted as soon as possible afterwards for marking. If a hard copy is not submitted, your assignment will **NOT** be marked.

** All assignments must be done exclusively for this course.

PLAGIARISM

Plagiarism in writing term papers will not be tolerated. Plagiarism detection software will be used in case of doubt. Plagiarism means representing someone else's work as your own. It is a serious offence, punishable by academic sanctions. When you incorporate the words, ideas, graphics, or other products from someone else's work into your projects, you must give credit by providing a citation and reference to the source work.

It is your responsibility to:

- understand what plagiarism is,
- be familiar with and understand the information on plagiarism outlined in UVic Libraries' plagiarism policy at <http://library.uvic.ca/instruction/cite/plagiarism.html>
- be familiar with UVic's policies on student responsibilities, conduct, discipline, and academic offences, as described in the Undergraduate Calendar.

Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course is listed among academic offences.

RELIGIOUS OBSERVANCE

Please notify me immediately once you know that any date proposed for assignments or papers conflict with dates of special significance in your religion. We will arrange alternative dates to accommodate individual needs.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

Discriminatory language is not welcome or tolerated in lectures, seminars, tutorials, or written work. This includes but is not limited to sexist, racist, ethnocentric, ageist, homophobic, or transphobic language.

GRADING SYSTEM

As per the current Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

OUTCOMES & RESPONSIBILITIES

EXPECTED OUTCOMES

This course has three primary objectives:

- To understand that there is a distinct relationship between space and power, and to gain an appreciation for how this association functions.
- To develop a deeper understanding of the key theoretical concerns and debates that inform and continue to shape political geography as a sub-discipline.
- To allow students to develop a critical appreciation for the complex roles and multiple ways in which political geographies are implicated within and woven through our everyday lives.

You can expect to acquire the following skills:

- Critical Thinking: by applying seminar discussions and readings through weekly reflections, students will develop an ability to think critically about the geopolitical ideas that have historically shaped and continue to inform political events.
- Communication: to develop written communication skills through written work, and to develop verbal communication skills and self-confidence through seminar discussions and co-facilitation as well as student presentations.
- Time Management and Personal Responsibility: by attending seminars and by handing in assignments on time.

STUDENT RESPONSIBILITIES

- Attending and participating in seminars
 - Reading required materials. Seriously, you **MUST** do the readings. Seriously!
 - Actively participating in class discussion
 - Leading student presentations, and co-facilitating seminars.
 - Writing weekly reflections on the assigned readings.
 - Writing a final think piece
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ASSESSMENT & ASSIGNMENT DETAILS

ATTENDANCE & CLASS PARTICIPATION - (10%) – ONGOING THROUGHOUT TERM

- This includes engaging in discussion, asking questions, offering answers, and active listening, where none is prioritized over the others. If you regularly attend classes, show up to class prepared, and remain committed to and engaged with the course materials throughout the term, this is an easy 10% to achieve!

SHORT WRITTEN RESPONSES TO THE READINGS (7 WEEKS) - (5% EACH X 7 RESPONSES = 35%) – DUE THROUGHOUT TERM – IN CLASS

LENGTH: 1 PAGE (approximately 250 words)

- One thoughtful question, comment, and/or criticism on each reading assigned for the weekly class meetings for the weeks 2 through 12. You are responsible to hand in 7 responses, which means that some weeks out of our meetings you get a free pass and are not required to hand in an assignment. It's up to you to choose what weeks you don't want to hand in an assignment, but you are still responsible for doing the readings that week. These responses should be no more than one paragraph per reading.

SEMINAR FACILITATION - (25%) – ONCE DURING THE TERM, DATES TO BE DETERMINED

LENGTH: 30 MINUTES

- Students will be asked to prepare a presentation on the weekly readings. In essence, your role is to reflect thoroughly on the topic under consideration, offer some critical reflections on the readings, and engage the class with some questions of importance that you have drawn from these readings. This is not dissimilar to what you will have prepared for your weekly written responses each week, but you are expected to go a little deeper. What I mean by this is that I want you to be creative with your presentation and bring some additional value to your reflection on the concepts under consideration. Thus, how you choose to present to the class is entirely up to you, and I encourage you to be as creative as possible. You might have us watch a film and then ask us questions that help us to think about the topic or concept. You might want to read poetry (possibly even your own!), or do a short play that helps us think about the idea. You can make a poster presentation, or present a piece of art or music you have created in response to the concept, or that someone else has created, but that helps you (and hopefully us) to think about and understand an idea. You can bring a video game that you enjoy (or maybe not enjoy), have us play it in class and discuss how it might exemplify a concept. You can bring personal photographs, home videos, scrapbooks, stamp collections, and use them to explain and demonstrate the idea under consideration. Maybe you have found a website, a newspaper article, or a map that you want us to consider. Or maybe you want to take us all on a short field trip around the university to show us how a concept applies within the university setting itself. If you opt for the conventional approach, and simply want to give us a Power Point presentation, that's fine too. Your options are limited only by your own imagination, and I encourage as much creativity as possible! Wherever your interest and talent lies, I'm all for it! The only fixed criterion is that you have approximately 35 to 45 minutes to share your creativity, reflections, and ideas about the topic with us. We will determine who presents what week during our first class meeting, although there may be some rescheduling should individuals join or withdraw from the class.

THINK PIECE - (30%) – DUE NOVEMBER 29th, 2016

- Throughout the course you are encouraged to think critically about the theoretical and empirical relevance of the issues we will explore, as this will prepare you for the final think piece. The think piece will consist of two essay questions. In the first question you will have to demonstrate your critical engagement with (at least) two of the course's major themes. This question will be open, so that you may decide which topics you choose to write about, but you will need to demonstrate that you have gone beyond the actual readings in your reflections by considering the discussions we have had in class, and hopefully by doing some additional outside reading and thinking on the topics you choose to tackle here. In this essay I want you to demonstrate that you understand the two concepts you have chosen at a theoretical level, I want you to indicate how these two topics are interrelated, and you will need to also to show me some 'real world' application of the concepts by giving me empirical examples. During the weeks of our meetings, you will need to think of one or more empirical examples, possibly by drawing on a newspaper article, a TV show or film, a song or music video, a personal relationship, or some other life experience, and then in your final think piece tell me how the concept makes sense at an 'everyday' level to you.
- In the second question, I want you to reflect on your own personal journey through this course by discussing what your assumptions were at the beginning of the course (i.e., assumptions about a particular concept, about the world, about what a course should be, about your role as a student, about my role as a professor, about human behavior, or assumptions about power and space more generally etc.) and how that changed after completing the course. In other words, I want you to tell me what was the most profound thing you learned (or 'unlearned') in the course, and how you can apply this idea going forward in your life at a practical level. As such, your task is to reflect on and then tell me why this course was useful to you... and lets just hope it is useful in some capacity otherwise we've wasted each other's time!

IMPORTANT ASSIGNMENT NOTES:

Assignment: For all assignments use 12 pt. Font, Times New Roman, 1-inch margins, number pages, and a list of references. **DO NOT include a title page** (save paper!), but **DO** include your title, your name, my name, the course number, and the date at the top of the first page. Staple your paper in the top left corner (**NO FANCY BINDERS!!!!**). Please follow the word length requirement.

Referencing: Students are required to follow a standard referencing style, using in text citations and bibliography (usually AUTHOR-DATE in human geography). Exact formatting can be of your own choice, but please examine and follow a geography journal such as Annals of the Association of American Geographers, Transactions of the Institute of British Geographers, or Progress in Human Geography for examples of proper citation styles.

WEEKLY CALENDAR
(Subject to revision as the course proceeds)

WEEK	DATE	SEMINAR TOPICS
1	SEP 7	Course Introduction & Critical Pedagogy
2	SEP 14	Space, Power, & Political Geographies
3	SEP 21	NO CLASS
4	SEP 28	Hegemony, Territoriality, & the Spaces of Empire
5	OCT 5	Sovereignty & the State of Exception
6	OCT 12	Nationalism
7	OCT 19	Identity, Difference, & Genocide
8	OCT 26	Citizenship, Migration, & Cosmopolitanism
9	NOV 2	Imaginative Geographies, Othering & Orientalism
10	NOV 9	Postcolonialism & The Colonial Present
11	NOV 16	Neoliberalism
12	NOV 23	Discourse & War
13	NOV 30	Resistance & Emancipation

REQUIRED WEEKLY READINGS

(Subject to revision as the course proceeds)

- SEPTEMBER 7 **Critical Pedagogy**
- Heyman, R. 2001. "Why Advocacy Isn't Enough: Realising the Radical Possibilities of the Classroom." *International Research in Geographical and Environmental Education* 10(2): 174-178
- Springer, S., Souza, M L. de, and White, R. J. 2016. Transgressing frontiers through the radicalization of pedagogy. In Springer, S., White, R. J., and Souza M. L. de eds *The Radicalization of Pedagogy: Anarchism, Geography and the Spirit of Revolt* Lanham: Rowman & Littlefield, 1-26
- SEPTEMBER 14 **Space, Power, & Political Geographies**
- Painter J 2008 Geographies of space and power. In Cox K R, Low M, and Robinson J eds *The Sage Handbook of Political Geography* Singapore, Sage 57-72
- Sharp J, Routledge P, Philo C and Paddison R 2000 Entanglements of power: geographies of domination/resistance in Sharp J, Routledge P, Philo C and Paddison R ed *Entanglements of Power: Geographies of Domination/Resistance* New York, Routledge, 1-42
- SEPTEMBER 28 **Hegemony & the Spaces of Empire**
- Agnew J 2005 Hegemony vs empire in *Hegemony: The New Shape of Global Power* Temple University Press, Philadelphia, PA 12-37
- Hirst P 2005 Politics and territory in *Space and Power: Politics, War, and Architecture* Malden, MA, Polity Press 26-48
- OCTOBER 5 **Sovereignty & the State of Exception**
- Agamben G 1998 Introduction & The paradox of sovereignty in *Homo Sacer: Sovereign Power and Bare Life* Stanford University Press, Stanford 1-12 & 15-29
- Connolly W E 2004 The complexity of sovereignty in Edkins J, Pin-Fat V, and Shapiro M eds *Sovereign Lives: Power in Global Politics* Routledge, London 23-40
- OCTOBER 12 **Nationalism**
- Anderson B 1991 Introduction & Census, map, museum in *Imagined Communities: Reflections on the Origin and Spread of Nationalism* Verso, New York 1-8 & 163-186
- Billig, M 1995 Nations and language in *Banal Nationalism* Sage, Thousand Oaks, CA 13-36
- OCTOBER 19 **Identity, Difference, & Genocide**
- Connolly W E 2002 Confessing identity/Belonging to difference in *Identity/Difference: Democratic Negotiations of Political Paradox* (Expanded Edition) Cornell University Press, Ithaca, NY, xiii-xxxi.
- Wood W B 2001 Geographic aspects of genocide: a comparison of Bosnia and Rwanda *Transactions of the Institute of British Geographers* 26 57-75
- OCTOBER 26 **Citizenship, Migration, & Cosmopolitanism**
- Harvey D 2000 Cosmopolitanism and the banality of geographical evils. *Public Culture* 12 529-564
- Rajaram P K and Grundy-Warr C 2004 The irregular migrant as homo sacer: migration and detention in Australia, Malaysia, and Thailand *International Migration* 42 33-64.
- NOVEMBER 2 **Imaginative Geographies, Othering & Orientalism**

Said E 1978 Introduction (Parts I and II only) & Imaginative geography and its representations in *Orientalism* Vintage Books, New York, 1-9 & 49-73

Springer S 2009 Culture of violence or violent Orientalism? Neoliberalization and imagining the 'savage other' in posttransitional Cambodia *Transactions of the Institute of British Geographers* 34 305-319

NOVEMBER 9

Postcolonialism & The Colonial Present

Gregory D 2004 The colonial present & Architectures of enmity in *The Colonial Present: Afghanistan, Palestine, Iraq* Blackwell, Malden MA 1-5 (only) & 17-29

Sidaway J 2000 Postcolonial geographies: an exploratory essay *Progress In Human Geography* 24 591-612

NOVEMBER 16

Neoliberalism

Springer 2016 Fuck neoliberalism. *ACME: An International Journal For Critical Geographies*. 15.2 285-292

Springer 2016 The violence of neoliberalism. In Springer, S., Birch, K. and MacLeavy, J. eds *The Handbook of Neoliberalism* Routledge, London 153-163

NOVEMBER 23

Discourse & War

Cohen C 1987 Sex and death in the rational world of defense intellectuals. *Signs: Journal of Women in Culture and Society* 12.4: 687-718.

Jabri V 2005 Critical thought and political agency in time of war *International Relations* 19 70-78

NOVEMBER 30

Resistance & Emancipation

Pickerill J and Chatterton P 2006 Notes towards autonomous geographies: creation, resistance and self-management as survival tactics *Progress In Human Geography* 30 730-746

Springer, S 2016 Becoming Beautiful: To Make the Colossus Tremble in *The Anarchist Roots of Geography*, University of Minnesota Press, 1-24

FURTHER READINGS OF RELEVANCE BY WEEKLY TOPIC:

Critical Pedagogy

Chatterton P 2008 Using Geography to Teach Freedom and Defiance: Lessons in Social Change from 'Autonomous Geographies' *Journal of Geography in Higher Education* 32:3 419-440

Firth R 2014 Critical Cartography as Anarchist Pedagogy? Ideas for Praxis Inspired by the 56a Infoshop Map Archive. *Interface: a Journal for and About Social Movements* 16:1 156-184.

Freire P 1970 *Pedagogy of the Oppressed* New York: Continuum

Gatto J T 2009 *Weapons of Mass Instruction: A Schoolteachers Journey Through the Dark World of Compulsory Education* Gabriola Island, BC: New Society Publishers.

Hay I 2001 Engaging Lessons: Classrooms as Sites of Engagement in Activist Critical Geography. *International Research in Geographical and Environmental Education* 10:2 168-173.

hooks b 1994 *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

Holt J 2004 *Instead of Education: Ways to Help People Do Things Better*. Boulder, CO: Sentient Publications.

Illich I 1970 *Deschooling Society*. New York: Harrow.

Rouhani F 2012 Practice What You Teach: Placing Anarchism In and Out of the Classroom. *Antipode* 44 1726-1741.

Space, Power, & Political Geographies

- Allan J 2003 Power in Agnew J, Mitchell K and Toal G eds *The Companion to Political Geography* Malden, MA, Blackwell 95-108
- Blomley N *Law, Space, and the Geographies of Power* Guilford Press, New York
- Crampton J W and Elden S eds *Space, Knowledge, and Power: Foucault and Geography* Ashgate, Burlington, VT
- Hirst P 2005 *Space and Power: Politics, War, and Architecture* Malden, MA, Polity Press
- Lefebvre H 1991 *The Production of Space* Translated by Nicholson-Smith D, Blackwell, Oxford, UK
- Massey D 2005 *For space* Sage, London
- Peet R 2007 *Geography of Power: The Making of Global Economic Policy* London, Zed Books
- Sparke M 2004 Political geography: political geographies of globalization (1)- dominance *Progress in Human Geography* 28 777-794

Hegemony, Territoriality, & the Spaces of Empire

- Duménil G and Lévy D 2004 *Capital Resurgent: Roots of the Neoliberal Revolution* Harvard University Press, Cambridge, MA
- Giroux H A 2004 *The Terror of Neoliberalism: Authoritarianism and the Eclipse of Democracy* Paradigm, Boulder
- Hardt M and Negri A 2000 *Empire* Harvard University Press, Cambridge, MA
- Harvey D 2003 *The New Imperialism* Oxford University Press, New York
- Harvey D 2005 *A Brief History of Neoliberalism* Oxford University Press, New York
- Joxe A 2002 *Empire of Disorder* Semiotext(e), New York
- Laclau E and Mouffe C 2001 *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics* 2nd ed, New York, Verso
- Plehwe D, Walpen B and Neunhoffer G 2006 Introduction: reconsidering neoliberal hegemony in Plehwe D, Walpen B and Neunhoffer G eds *Neoliberal Hegemony: A Global Critique* Routledge, New York, 1-24
- Taylor P J 1994 The state as container: territoriality in the modern world-system *Progress in Human Geography* 18 151-162

Sovereignty & the State of Exception

- Agamben G 2000 *Means Without End: Notes on Politics* Translated by Binetti V and Casarino C, University of Minnesota Press, Minneapolis
- Benjamin W 1921/1986 Critique of violence in Demetz P ed Walter Benjamin Reflections: Essays, Aphorisms, Autobiographical Writings Translated by Jephcott E, Schocken Books, New York, 277-300.
- Foucault M 1976/2003 Society Must Be Defended: Lectures at the Collège de France, 1975-76 Translated by Macey D, Picador, New York
- Gregory D 2006 The black flag: Guantánamo Bay and the space of exception *Geografiska Annaler: Series B* 88 405-427
- Gregory D 2007 Vanishing points: law, violence and exception in the global war prison in Gregory D and Pred A eds *Violent Geographies: Fear, Terror, and Political Violence* Routledge, New York 205-236
- Ong A 2006 Introduction in *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty* Duke University Press, London 1-30
- Ramadan A 2009 Destroying Nahr el-Bared: sovereignty and urbicide in the space of exception *Political Geography* 28 153-163
- Rasch W 2004 *Sovereignty and its Discontents: On the Primacy of Conflict and the Structure of the Political* Birkbeck Law Press, London

Reid-Henry S 2007 Exceptional sovereignty? Guantánamo Bay and the re-colonial present *Antipode* 39 627-648

Nationalism

Anderson J 1986 Nationalism and geography in Anderson J ed *The Rise of the Modern State* Harvester Press, Brighton 115-42

Anderson J and O'Dowd L 2007 Imperialism and nationalism: the Home Rule struggle and border creation in Ireland, 1885-1925 *Political Geography* 26 934-950

Bhabha H K ed *Nation and narration* Routledge, London

Calhoun C 1997 *Nationalism* Open University Press, Buckingham

Edensor T 2002 *National identity, popular culture and everyday life* Berg, Oxford

Gellner E 2006 *Nations and Nationalism* Blackwell, Malden, MA

Hobsbawm E J 1992 *Nations and Nationalism since 1780: Programme, Myth, Reality* Cambridge University Press, New York

Ignatieff M 1993 *Blood and Belonging: Journeys into the New Nationalism* BBC Books, London

Jones R 2008 Relocating nationalism: on the geographies of reproducing nations *Transactions of the Institute of British Geographers* 33 319-334

Jones R and Merriman P 2009 Hot, banal and everyday nationalism: Bilingual road signs in Wales *Political Geography* 28 164-173

Penrose J 2002 Nations, states and homelands: territory and territoriality in nationalist thought *Nations and Nationalism* 8 277-97

Identity, Difference, & Genocide

Agamben G 2000 *Remnants of Auschwitz: The Witness and the Archive* Translated by Heller-Roazen D, Zone Books, New York
Cooper A D *The Geography of Genocide* Lanham, University Press of America

Danielsson S K 2009 Creating genocidal space: geographers and the discourse of annihilation, 1880-1933 *Space and Polity* 13 55-68

Jones R and Merriman P 2009 Hot, banal, and everyday nationalism: bilingual road signs in Wales *Political Geography* 28 164-173

Rancière J 1999 *Disagreement: Politics and Philosophy* Translated by Rose J. Minneapolis: University of Minnesota Press

Toft M D 2003 *The Geography of Ethnic Conflict: Identity, Interests, and the Indivisibility of Territory* Princeton, NJ, Princeton University Press

Tyner J 2008 *The Killing of Cambodia: Geography, Genocide, and the Unmaking of Space* Ashgate,

Aldershot

Watts M 2000 Geographies of violence and the narcissism of minor difference in Watts M ed *Struggles over Geography: Violence, Freedom, and Development at the Millennium* Department of Geography University of Heidelberg, Heidelberg, 7-31

Citizenship, Migration, & Cosmopolitanism

Appadurai A *Sovereignty without territoriality: notes for a postnational geography* in Low S M and Lawrence-Zuniga eds *The Anthropology of Space and Place: Locating Culture* Malden, MA, Blackwell 337-349

Bigo D 2007 Detention of foreigners, states of exception, and the social practices of control of the banopticon in Rajaram P K and Grundy-Warr C eds *Borderscapes: Hidden Geographies and Politics at Territory's Edge* Minneapolis, University of Minnesota Press 3-34

Gowen P 2001 Neoliberal cosmopolitanism *New Left Review* September-October 79-93

Leitner H and Ehrkamp P 2006 Transnationalism and migrant's imaginings of citizenship *Environment and Planning A* 39 1615-1632

Kofman E 2005 Figures of the cosmopolitan: privileged nationals and national outsiders *Innovation* 18 83-97

Kofman E 2005 Citizenship, migration, and the reassertion of national identity *Citizenship Studies* 9 453-467

Mitchell K 1997 Different diasporas and the hype of hybridity *Environment and Planning D: Society and Space* 15 533-553.

Nolin C 2006 *Transnational Ruptures: Gender and Forced Migration* Burlington, VT: Ashgate

Sparke M 2006 A neoliberal nexus: economy, security and the biopolitics of citizenship on the border *Political Geography* 25: 151-180.

Imaginative Geographies, Othering & Orientalism

Coleman L 2007 The gendered violence of development: imaginative geographies of exclusion in the imposition of neo-liberal capitalism *The British Journal of Politics and International Relations* 9 204-219

Cosgrove D 2008 *Geography and Vision: Seeing, Imagining, and Representing the World* London: I B Tauris

Gregory D 1994 *Geographical Imaginations* Blackwell, Malden, MA

Gregory D 1995 Imaginative geographies *Progress in Human Geography* 19 447-485

Gregory D 1995 Between the book and the lamp: imaginative geographies of Egypt *Transactions of the Institute of British Geographers* 20 29-57

Holloway S L and Valentine G 2000 Corked hats and Coronation Street
British and New Zealand children's imaginative geographies of the other *Childhood* 7 335-357

Pred A 1997 Somebody else, somewhere else: racisms, racialized spaces and the popular geographical imagination in Sweden. *Antipode* 29(4): 383-416.

Tuastad D 2003 Neo-orientalism and the new barbarism thesis: aspects of symbolic violence in the Middle East conflict(s) *Third World Quarterly* 24 591-599

Valentine G 1991 Imagined geographies: geographical knowledges of self and other in everyday life in Massey D, Allen J, Sarre P eds *Human Geography Today* Malden, MA: Wiley, 47-62

Postcolonialism & The Colonial Present

Blunt A and Wills J 1999 Decolonising geography: postcolonial perspectives in *Dissident Geographies: An Introduction to Radical Ideas and Practice* Pearson, Essex 1-39

Escobar A 2004 Development, violence and the new imperial order *Development* 47 15-21

Kusno A 2000 *Behind the Postcolonial: Architecture, Urban Space and Political Cultures in Indonesia* Routledge, New York

McEwan C and Blunt A eds 2002 *Postcolonial Geographies* Continuum, New York

McEwan C 2003 Material geographies and Postcolonialism *Singapore Journal of Tropical Geography* 24 340-355

Radcliffe S A 2005 Development and geography: towards a postcolonial development geography? *Progress in Human Geography* 29 291-298

Robinson J 2003 Political geography in a postcolonial context *Political Geography* 22 647-651

Said E 1993 *Culture and Imperialism* Knopf, New York

Slater D 2004 *Geopolitics and the Post-colonial: Rethinking North-South Relations* Malden, MA, Blackwell

Toal G ed 2008 Book forum on Derek Gregory's *The Colonial Present* 27 339-370

Yeoh B S A Postcolonial cities *Progress in Human Geography* 25 456-468

Discourse & War

Foucault M 1972 *The Archaeology of Knowledge: and the Discourse on Language* Translated by Sheridan A, Pantheon Books, New York

Foucault M 1977 *Intellectuals and power* in Bouchard D F ed *Language Counter-Memory, Practice: Selected Essays and Interviews / Michel Foucault* Translated by Bouchard D F and Simon S, Cornell University Press, Ithaca, New York

Gusterson H 2004 Nuclear weapons and the other in the Western imagination in *People of the Bomb: Portraits of America's*

Nuclear Complex Minneapolis, University of Minnesota Press 21-49

Hans J 1999 The modernity of war: modernization theory and the problem of violence *International Sociology* 14 457-472

Hardt M and Negri A 2004 *Multitude: War and Democracy in the Age of Empire* Penguin, New York

Kuus M 2008 The professionals of geopolitics: agency in spatializing international politics *Geography Compass* 2 2062-2079

Mitchell T 2002 *Rule of Experts: Egypt, Techno-Politics, Modernity* University of California Press, Berkeley CA

Reid J 2003 Foucault on Clausewitz: conceptualizing the relationship between war and power *Alternatives: Global, Local Political* 28 1-28

Resistance & Emancipation

Brand U and Hirsch J (2004) In search of emancipatory politics: the resonances of Zapatism in Western Europe *Antipode* 36:371-382

Featherstone D 2005 Towards the relational construction of militant particularisms: or why the geographies of past struggles matter for resistance to neoliberal globalization *Antipode* 37 250-271

Harvey D *Spaces of Hope* University of California Press, Berkeley, CA

Laclau E *Emancipation(s)* Verso, New York

Mitchell D 2003 *The Right to the City: Social Justice and the Fight for Public Space* Guilford Press, New York

Mudu P 2004 Resisting and challenging neoliberalism: the development of Italian social centers *Antipode* 36:917-941

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