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## **SPACE & POWER**

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

CLE A302

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### **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

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#### **REQUIRED TEXTS**

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

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#### **EVALUATION**

Participation	10%
Short Written Responses to three of the weeks readings	15%
Seminar Activity and Facilitation	20%
Essay	30%
Final Take-Home Exam	25%

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

#### **OFFICE HOURS & LOCATION**

**Monday and Thursday from 10am-11:30am**  
David Turpin B208  
Email: [jmateer@uvic.ca](mailto:jmateer@uvic.ca)

## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geography.uvic.ca>
- Undergraduate Advisor: Dr. Phil Wakefield - [pmw@uvic.ca](mailto:pmw@uvic.ca)

## COURSESPACES

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

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## 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.
- 10% per day penalty for late assignments including weekend days. For example, 10% 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, 20% will be deducted from the assigned grade, and so forth.

\*\* 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 offense, 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 offenses, 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 offenses as academic dishonesty.

## 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
<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	90-100% 85-89% 80-84%	<b>Exceptional, outstanding</b> and <b>excellent</b> 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> <b>B</b> <b>B-</b>	6 5 4	77-79% 73-76% 70-72%	<b>Very good, good</b> and <b>solid</b> 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.
<b>C+</b> <b>C</b>	3 2	65-69% 60-64%	<b>Satisfactory</b> , or <b>minimally satisfactory</b> . These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> 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.

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## OUTCOMES & RESPONSIBILITIES

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### 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.

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### STUDENT RESPONSIBILITIES

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

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### **PARTICIPATION - (10%) – ONGOING THROUGHOUT TERM**

- This includes engaging in discussion, asking questions, offering answers, and active listening. This is not an attendance grade, however, if you don't attend it is impossible to participate.

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### **SHORT WRITTEN RESPONSES TO THE READINGS (3 WEEKS) - (5% EACH X 3 RESPONSES = 15%) – DUE THROUGHOUT TERM – IN CLASS**

**LENGTH: 1 PAGE (approximately 250 words)**

- You are responsible for handing in 3 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.

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### **SEMINAR ACTIVITY FACILITATION - (25%) – IN TEAMS, ONCE DURING THE TERM,**

**LENGTH: 60 MINUTES**

- In groups, students will be asked to prepare an activity to facilitate discussion and deeper understanding of the readings assigned for the week. Your activity will occur after the break, before which we will have a more traditional seminar/lecture.
- 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 an activity, some questions of importance that you have drawn from these readings.
- The activity you choose to deliver to the class is entirely up to you, and I encourage you to be as creative as possible. You might want us to get out of the classroom on a short field trip around the university to show us how a concept applies within the university setting itself. Another idea is to bring in a short 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.
- 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 60 minutes to share your creativity, reflections, and ideas about the topic with us. This will allow for a debrief at the end of class.
- A sign-up sheet will be provided after the first class, although there may be some flexibility should individuals join or withdraw from the class.

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### **ESSAY – (30%) – DUE NOVEMBER 27th, 2018**

- 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 your final essay.
- Although the thesis and aim of the essay is up to you, you will need to demonstrate your critical engagement with (at least) two of the course's major themes.
- 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, or a case study

- Empirical examples may include drawing on a newspaper article, a TV show or film, a song or music video, or some other life experience, which should put the theoretical concept at an 'everyday' level to you. Make the theoretical material!

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**FINAL TAKE-HOME EXAM – (25%) – DURING EXAM PERIOD (EXACT DATES TBD)**

- Your take-home exam will consist of short answer questions and one essay question.
- Your essay question will ask 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').

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**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 the APA style guide posted on CourseSpaces.

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## WEEKLY CALENDAR

(Subject to revision as the course proceeds)

WEEK	DATE	SEMINAR TOPICS
1	SEP 11	Course Introduction & Critical Pedagogy
2	SEP 18	Geographic Theories of Space
3	SEP 25	Space, Power, & Political Geographies
4	OCT 2	Gendered Spaces
5	OCT 9	Neoliberalism
7	OCT 16	Spaces of Control
8	OCT 23	Hegemony, Territoriality, & the Spaces of Empire
9	OCT 30	Spaces of Exception
10	NOV 6	Postcolonialism and the Colonial Present
11	NOV 13	No Class – Reading Break
12	NOV 20	Decolonizing Space
13	NOV 27	Migration and Cosmopolitanism
14	DEC 4	Resistance & Emancipation

## REQUIRED WEEKLY READINGS

Available on CourseSpaces

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### ADDITIONAL READINGS OF RELEVANCE:

#### 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.

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

#### 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

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
- 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
- Purcell M 2009 Resisting neoliberalization: communicative planning or counter-hegemonic movements? *Planning Theory* 8 140-165
- Routledge R 1996 Critical geopolitics and terrains of resistance *Political Geography* 15 509-531

Routledge P 2003 Convergence space: process geographies of grassroots globalization networks Transactions of the Institute of British Geographers 28 333-349

Scott J C 1990 Domination, acting, and fantasy in *Domination and the Arts of Resistance: Hidden Transcripts* Yale University Press, New Haven, CT 17-44

Sparke M 2008 Political geography: political geographies of globalization III - resistance Progress in Human Geography 32 423-440

Springer S 2012 Public space as emancipation: meditations on anarchism, radical democracy, neoliberalism, and violence *Antipode* 43 525-565

Sundberg J 2007 Reconfiguring North-South solidarity: critical reflections on experiences of transnational resistance *Antipode* 39:144-166

## **JOURNALS WORTH CONSULTING:**

ACME: An International E-Journal for Critical Geographies; Alternatives: Global, Local, Political; Anarchist Studies; Annals of the Association of American Geographers; Antipode; Area; Economy and Society; Environment and Planning A; Environment and Planning D: Society & Space; Gender, Place and Culture; Geografiska Annaler Series B; Geographical Journal; Geography Compass; Geopolitics; Global Networks; International Journal of Urban and Regional Research; International Political Sociology; Journal of Conflict Resolution; Journal of Peace Research; Nations and Nationalism; New Left Review; Political Geography; Professional Geographer; Progress in Human Geography; Public Culture; Radical Philosophy; Rethinking Marxism; Security Dialogue; Singapore Journal of Tropical Geography; SubStance; Transactions of the Institute of British Geographers; Urban Studies