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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Short Written Responses to three of the weeks readings</td>
<td>15%</td>
</tr>
<tr>
<td>Seminar Activity and Facilitation</td>
<td>20%</td>
</tr>
<tr>
<td>Essay</td>
<td>30%</td>
</tr>
<tr>
<td>Final Take-Home Exam</td>
<td>25%</td>
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</tbody>
</table>

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
GEOGRAPHY DEPARTMENT INFO

- Geography Department website: http://geography.uvic.ca
- Undergraduate Advisor: Dr. Phil Wakefield - pmw@uvic.ca

COURSESACES
I will post the course syllabus, outlines of slide presentations, and any additional relevant materials on the course’s COURSESACES 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.
- 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade point value</th>
<th>Grade scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100%</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85-89%</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80-84%</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77-79%</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73-76%</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70-72%</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65-69%</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
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<tr>
<td>C</td>
<td>2</td>
<td>60-64%</td>
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<td>D</td>
<td>1</td>
<td>50-59%</td>
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<tr>
<td>F</td>
<td>0</td>
<td>0-49%</td>
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**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 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
ASSessment & Assignment Details

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.

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.

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.

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!

**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’).

**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.
## WEEKLY CALENDAR
(Subject to revision as the course proceeds)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>SEMINAR TOPICS</th>
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<tbody>
<tr>
<td>1</td>
<td>SEP 11</td>
<td>Course Introduction &amp; Critical Pedagogy</td>
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<tr>
<td>2</td>
<td>SEP 18</td>
<td>Geographic Theories of Space</td>
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<tr>
<td>3</td>
<td>SEP 25</td>
<td>Space, Power, &amp; Political Geographies</td>
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<tr>
<td>4</td>
<td>OCT 2</td>
<td>Gendered Spaces</td>
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<td>5</td>
<td>OCT 9</td>
<td>Neoliberalism</td>
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<td>7</td>
<td>OCT 16</td>
<td>Spaces of Control</td>
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<tr>
<td>8</td>
<td>OCT 23</td>
<td>Hegemony, Territoriality, &amp; the Spaces of Empire</td>
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<tr>
<td>9</td>
<td>OCT 30</td>
<td>Spaces of Exception</td>
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<tr>
<td>10</td>
<td>NOV 6</td>
<td>Postcolonialism and the Colonial Present</td>
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<tr>
<td>11</td>
<td>NOV 13</td>
<td>No Class – Reading Break</td>
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<tr>
<td>12</td>
<td>NOV 20</td>
<td>Decolonizing Space</td>
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<tr>
<td>13</td>
<td>NOV 27</td>
<td>Migration and Cosmopolitanism</td>
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<tr>
<td>14</td>
<td>DEC 4</td>
<td>Resistance &amp; Emancipation</td>
</tr>
</tbody>
</table>
REQUIRED WEEKLY READINGS
Available on CourseSpaces

ADDITIONAL READINGS OF RELEVANCE:

Critical Pedagogy


Freire P 1970 Pedagogy of the Oppressed New York: Continuum


Space, Power, & Political Geographies


Lefebvre H 1991 The Production of Space Translated by Nicholson-Smith D, Blackwell, Oxford, UK

Massey D 2005 For space Sage, London


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


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


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


Ramadan A 2009 Destroying Nahr el-Bared: sovereignty and urbicide in the space of exception Political Geography 28 153-163


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

Nationalism


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

Gelliner E 2006 Nations and Nationalism Blackwell, Malden, MA


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 Politcal 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
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
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 cosmpolitanism New Left Review September-October 79-93
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

Imaginative Geographies, Othering & Orientalism
Coleman L 2007 The gendered violence of development: imaginative geographies of exclusion in the imposition of neoliberal capitalism The British Journal of Politics and International Relations 9 204-219
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
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
Postcolonialism & The Colonial Present
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
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
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
Kuus M 2008 The professionals of geopolitics: agency in spatializing international politics Geography Compass 2 2062-2079
Reid J 2003 Foucault on Clausewitz: conceptualizing the relationship between war and power Alternatives: Global, Local Political 28 1-28

Resistance & Emancipation
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
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

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