

GEO 4471/5472
Political Geography
Spring 2012, Bellamy 0114
Monday/Wednesday, 11:15-12:30

Instructor: Joseph Pierce
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Office Hours: Mondays 1:30-2:30pm, or by appointment
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Course Description

This course offers an opportunity for students to explore, understand, and apply the theories and methods that political geographers use to understand processes of negotiation and contestation in space and place. We will discuss the different geographical approaches to understanding politics as we try to understand three core questions:

- 1) **What are politics?**
- 2) **How are politics geographical?**
- 3) **How do political geographers theorize conflict, contestation and negotiation?**

Students will be expected to work both individually and in groups to develop responses to these cases that attempt to answer the two questions above, using the approaches that we will introduce over the course of the semester.

Course Objectives

Objective 1: Students will be able to **discuss key concepts and theories** in political geography.

Evaluation: Students will be evaluated regarding this objective through *class discussion* and a *reading reaction journal*.

Objective 2: Students will be able to **recognize and evaluate patterns of political negotiation which reflect the major strands** of 20th and 21st century political geographic scholarship.

Evaluation: Students will be evaluated regarding this objective through *class discussion*, a *reading reaction journal*, and a *group project*.

Objective 3: Students will be able to **apply their understanding of political geographic scholarship to various case studies** by choosing appropriate theories from the course materials to justify specific (hypothetical) interventions.

Evaluation: Students will be evaluated regarding this objective through a *group project* and the *final paper*.

Prerequisites and Fulfillment of Requirements

There are no prerequisites for this course. It is, however, an upper-level course, and students should expect to be called upon for upperclass-level writing and participation.

Required Readings

There is one required text for this course:

1. Gallaher, C., Dahlman, C.T., Gilmartin, M., Mountz, A., and Shirlow, P., Key Concepts in Political Geography. 2009, Sage Publications.

This text will be *extensively* supplemented by materials provided in-class or via Blackboard. Some of the readings are “real world” documents that are not designed to clearly state their point of view on our in-class themes. As a result, it is your responsibility to link the readings to the specific themes of lectures and discussions from week to week.

Any readings or assignments that are in any other form of text are required of all students. If you have any questions about whether or not you are expected to complete a reading, please ask! You will be held accountable for it.

Assignments and Grading

There are three types of assignments in this course (defined below). These, along with your participation in class discussion, form the portfolio which will be assessed to produce your grade. All written assignments should use the following format: 12 point Times New Roman, double spaced, 1 inch margins, with a single-spaced heading that includes the assignment name, date turned in, and your name on the first line, with the title of the piece on the second.

Reading Reaction Journal: The reading reaction journal is a cumulative journal of reactions to **all assigned readings**. The journal is not for summaries; I have read these pieces and do not need you to explicate them. Each week’s response should be 1-2 pages and should (a) *identify the major theme* in the readings, and (b) *discuss your reaction* to the readings as a set. Journal entries are “due” before Monday class *each week*. It is your obligation to carry the updated journal (including that week’s readings) to class *every session*. I will collect them and grade them approximately four times over the course of the semester unannounced at my discretion. To reiterate: **you are required to bring a current journal to class every day**. If you do not have it with you (or you have an unexcused absence) and I collect them, that counts as a late assignment and a grade penalty will result.

25% of grade

One Mid-Semester Group Project: Group projects are longer documents (10-12 pages) that you and a group of 4-5 students (assigned by the instructor) produce together. Each

project will address a case study based on a political challenge at a particular moment in history. All projects will include a written case introduction, a problem statement, and a proposed intervention; but a project may also include maps, models, charts, etc. as needed. More detailed instructions will be given as the due dates approach (see course outline below).

25% of grade

One Final Paper: Each student will write an 8-10 page paper on how to intervene in a particular urban challenge that you identify in the city of Tallahassee, FL. More detailed instructions will be given as the due dates approach (see course outline below).

25% of grade

Graduate Students: The final paper described here will be replaced by an article-length research paper. More details will be provided under separate cover.

Ongoing Class Participation: Student participation in class discussions and in-class project processes is critical to the function and success of this course. We will often move back and forth between small group discussion and full-class discussion. Being in class, on-time, prepared and in an appropriate head space to actively engage in learning is an important element of your evaluation. In addition to discussion of the readings, there will be in-class opportunities to present (usually in small groups) your written projects to one another.

25% of grade

Quizzes: I reserve the right to insert reading verification quizzes into the course at any time of my choosing. Quizzes, if proctored, will be brief short-answer or multiple-choice instruments at the beginning of class, in class, and will each account for 2.5% of your total grade. Other assignments will be proportionally reduced in grade value.

A word about grading: As is true for many of my colleagues, I try to guide students regarding what qualifies as good without setting an outer bound for what is excellent. We will discuss in further detail what I am seeking in each of these assignments as they approach, but what I value most is your creative engagement with reading materials and the various assignments as a vehicle for learning. I urge you to make assignments your own by *discussing with me* outside of class whether your proposed approach will satisfy the requirements of the assignment.

Numeric grades on assignments will translate to letter grades on the following scale:

92 to 100.0% = A	77 to 79 = C+
90 to 92 = A-	73 to 76 = C
87 to 89 = B+	70 to 72 = C-
83 to 86 = B	60 to 69 = D
80 to 82 = B-	0 to 59 = F

Class Policies

Classroom Ground Rules: Every student deserves an academic environment in which they are free to intellectually explore and participate in discussion safely and comfortably. All students are expected to abide by basic ground rules and avoid disparaging or inflammatory comments to their classmates.

Classroom Technology: Mobile phones, texting, email, messaging, facebook, etc.—any personal communication or use of technology for non-classroom purposes—is not permitted. I reserve the right to prohibit the use of laptops in the classroom if I have concerns regarding focus and attention to class activities. Classroom technology is a privilege! Don't ruin it for your classmates.

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Late Work: Timely submission of assignments is key to the smooth functioning of the class. Late work must be excused by the instructor, should reflect a serious, documented excuse, and will be marked down 10% per day. No assignments will be accepted more than 1 week late. Grade disputes must be addressed to the instructor *within two weeks* of the grade being posted online; you are responsible for keeping up with your grades as they are posted to the course website.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

Free Tutoring from FSU: For tutoring and writing help in any course at Florida State University, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu for more information. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Americans With Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student

Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdr@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Syllabus continues with course schedule on the following page.

Course Schedule for Political Geography

Each week we meet twice except as interrupted by holidays. You are expected to have read all of the assigned material before the first class session; any written assignments are due *before* the beginning of the second session unless otherwise noted.

NOTE: I sometimes add one or two brief current events-based readings a week ahead. *Please check Blackboard for additional readings.* These will be included in class discussion and are eligible for inclusion in your Reaction Papers.

SEGMENT ONE: The state and power

Week One: Introduction (Jan 4)

Key Questions: What is political geography?

Week Two: The nation-state and sovereignty (Jan 9, 11)

Key Questions: What is sovereignty and why does it matter?

Readings:

- Gallaher et al., Part 1, Chaps Intro, 1, 2 (pp. 15-40)
- Appadurai. Sovereignty without territoriality: notes for a postnational geography. Book Chapter (2007) pp. 1-14

Week Three: Governance and democracy (Jan 18 [Monday Holiday])

Key Questions: Is democratic governance just?

Readings:

- Gallaher et al., Part 1, Chaps 3, 4 (pp. 41-60)
- Honneth and Farrell. Democracy as reflexive cooperation: John Dewey and the theory of Political Theory (1998)
- Nancy and Adamek. Is Everything Political? (A brief remark). CR: The New Centennial Review (2002) vol. 2 (3) pp. 15-22

Week Four: Power and hegemony (Jan 23, 25)

Key Questions: What are the obligations of hegemony, if any?

Readings:

- Gallaher et al., Part 2, Chaps Intro, 5 (pp. 61-76)
- Rénique. Latin America: The New Neoliberalism and Popular Mobilization. Socialism and Democracy (2009)

Week Five: Geopolitics (Jan 30, Feb 1)

Key Questions: Are global political differences fundamentally different from local/national ones?

Readings:

- Gallaher et al., Part 2, Chaps 7,8 (pp. 87-110)
- Bebbington. Latin America: contesting extraction, producing geographies i. sed.man.ac.uk
- Peet and Watts. Introduction: development theory and environment in an age of market triumphalism. *Economic Geography* (1993)

SEGMENT TWO: Modernity and reactions

Week Six: What is “modern” in political geography? (Feb 6, 8)

Key Questions: What is “modernity?” What are modern political forms?

Readings:

- Gallaher et al., Part 3, Chaps Intro, 9, 10 (pp. 111-135)
- Stone. Imperialism, colonialism and cartography. *Transactions of the Institute of British Geographers* (1988) pp. 57-64
- Swyngedouw. The Communist Hypothesis and Revolutionary Capitalisms: Exploring the Idea of Communist Geographies for the Twenty-first Century. *Antipode* (2010)

Week Seven: Marxist, socialist, anarchist, omg-ist (Feb 13, 15)

Key Questions: How do we think about “resistance,” revolution, or alternatives to modern political forms?

Readings:

- Gallaher et al., Part 3, Chaps 11, 12, 13, 14 (pp. 136-173)
- Jessop. Liberalism, neoliberalism, and urban governance: A state–theoretical perspective. *Antipode* (2002)
- Sparke. Political geography: political geographies of globalization (2)-governance. *Progress in Human Geography* (2006) vol. 30 (3) pp. 357

SEGMENT THREE: Space, place, scale, territory: the geography of politics

Week Eight: Space and place (Feb 20, 22)

Key Questions: Why is this a geography course?

Readings:

- Gallaher et al., Part 4, Chap Intro (pp. 185-188)
- Agnew. Contemporary political geography: intellectual heterodoxy and its dilemmas. *Political Geography* (2003)
- LEIB. IDENTITY, BANAL NATIONALISM, CONTESTATION, AND NORTH AMERICAN LICENSE PLATES*. *Geographical Review* (2011) vol. 101 (1) pp. 37-52

Week Nine: Annual Meeting of the AAG (Feb 27, 29)*

To Be Announced

SPRING BREAK, MARCH 5-9

Week Ten: Scale and territory (Mar 12, 14)

Key Questions: How do politics emerge differently at different scales?

Readings:

- Gallaher et al., Chaps 6, 16, 17, 18 (pp. 77-86; 189-222)
- Martin. Transcending the fixity of jurisdictional scale. *Political Geography* (1999)
- Mansfield. Beyond rescaling: reintegrating the national as a dimension of scalar relations. *Progress in Human Geography* (2005)
- Steinberg. Sovereignty, territory, and the mapping of mobility: A view from the outside. *Annals of the Association of American ...* (2009)

Due: Group Projects.

SEGMENT FOUR: Violence, conflict, and war

Week Eleven: Conflict (Mar 19, 21)

Key Questions: How is violence political?

Readings:

- Gallaher et al., Part 5, Chaps Intro, 19, 20 (pp. 223-246)
- Blomley. Law, property, and the geography of violence: the frontier, the survey, and the grid. *Annals of the Association of American Geographers* (2003) vol. 93 (1) pp. 121-141
- Herlihy. Self-appointed gatekeepers attack the American Geographical Society's First Bowman Expedition. *Political Geography* (2010) pp. 1-3
- Bryan. Force multipliers: Geography, militarism, and the Bowman Expeditions. *Political Geography* (2010) pp. 1-3

- Cruz. A living space: The relationship between land and property in the community. *Political Geography* (2010) pp. 1-2
- Agnew. Ethics or militarism? The role of the AAG in what was originally a dispute over informed consent. *Political Geography* (2010) pp. 1-2

Week Twelve: “Terror” and anti-statism (Mar 26, 28)

Key Questions: Is terror a political strategy, and what is its goal?

Readings:

- Gallaher et al., Part 5, Chaps 21, 22 (pp. 247-272)
- Flint. Political geography II: Terrorism, modernity, governance and governmentality. *Progress in Human Geography* (2003) vol. 27 (1) pp. 97-106
- Bhungalia. A liminal territory: Gaza, executive discretion, and sanctions turned humanitarian. *GeoJournal* (2010) pp. 1-11

SEGMENT FIVE: Political identities

Week Thirteen: Nationalism and citizenship (Apr 2, 4)

Key Questions: What makes the nation so politically important? What are alternatives to the nation when it comes to hegemonies of identity?

Readings:

- Gallaher et al., Part 6, Chaps Intro, 23, 24 (pp. 273-298)
- Anderson. *Imagined Communities* (pp. 1-46)

Due: A one-paragraph description of your final paper topic. (You should be working on your final paper.)

Week Fourteen: The politics of power: race, gender... (Apr 9, 11)

Key Questions: How do we recognize ourselves politically?

Readings:

- Gallaher et al., Part 6, Chaps 25, 26, 27, 28 (pp. 299-338)
- Pratt and Hanson. *Geography and the construction of difference*. *Gender* (1994)
- Staeheli. Political geography: difference, recognition, and the contested terrains of political claims-making. *Progress in Human Geography* (2008) vol. 32 (4) pp. 561

Week Fifteen: Urban politics (Apr 16, 18)

Key Questions: What is particularly “urban” about political negotiation?

Readings:

- Logan and Molotch. The City as a Growth Machine, from *Urban Fortunes: The Political Economy of Place*. (1987) pp. 40
- Keil. Urban Politics and Public Health: What's Urban, What's Politics?. *Urban Geography* (2009) vol. 30 (1) pp. 36-39

Due: Final Papers.