

# Lakehead University

Department of Geography  
GEOG 3811 Political Geography  
Fall 2018

## **Contact Information:**

Name: Shelby Loft

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Office Location: Room 11 on the third floor of Simcoe Hall

Office Hours: by appointment

Course Time: Monday 5:30pm-7pm, Wednesday 5:30pm-7pm

Course Location: OA1025

## **Course Description:**

This course adopts a geographical approach to political patterns on a global, regional and local scale. The concepts of the territorial state, nation and nationalism, and geopolitical power will be discussed in addition to electoral geography and patterns in local politics. This course is designed to teach students to critically engage with central tenants in political geography to gain a better understanding of how political processes and practices infringe on every part of their everyday life. The course takes an intersectional approach to understanding of power, and as such, puts conversations about formations of race, gender, sexuality, ability, class and other axes of power at the centre of questions of political geography.

Successful completion of this course will provide students with the ability to:

- Discuss the core concepts and approaches of political geography, particularly as they relate to considerations of power in contentious social formations.
- Apply critical spatio-political analyses to the social conditions in which we are situated, grounded in studying the material expressions of political geography in the process of settler colonialism.
- Critically analyze formations of property, territory and jurisdiction as they are comprised and contested through placed-based approaches to political geography and their interconnected relationships.
- Apply concepts from political geography to ongoing crises of social justice as well as their own lives, histories and relations.

## **Territorial Acknowledgement:**

This course is taking place in Huronia (also known as Simcoe County region). The name commemorates Huron/Ouendat people. Orillia is located on the traditional and ancestral territories of The Chippewas of Rama First Nation and today are located on the east side of Lake Couchiching.

## **General Course Expectations:**

**Engagement:** You are expected to arrive on time, bring copies of readings to class and contribute in a thoughtful and informed way to the discussions. This means you are expected to have completed the readings and developed observations about the material and contribute your thoughts to your peers in class. Engagement is not only about speaking in class, but is also about respectfully listening to others' opinions, staying engaged and present in class activities.

**Written assignments:** As this is an upper level course, it is expected that your written assignments adhere to scholarly standards. Thus, your grade will reflect whether or not you submit writing that is properly structured, cited, spell-checked and formatted (Times New Roman, or similar, 12 pt. font, double-spaced). Please ensure that your written assignments include a cover page with a title and your student information, as well as page numbers, an introduction clearly outlining the intent of the paper, section headings (where appropriate), and a formatted reference section.

**A note on using technology in class:** Out of respect for your classmates and professor, and in order to facilitate the creation of a dynamic learning environment, please turn your phones off during class time and wait to check messages until the class is complete. Computers can be used to take notes during class but it is expected that you will refrain from checking email and looking at social media during class. If you depend on other technologies due to your personal learning needs, please let me know if and how I can assist.

**Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

### **Grading:**

For grading policies, regulations and standards at Lakehead University please visit the Lakehead University Academic Calendar:

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.guidelinesforacademichonesty>

You are also expected to follow Lakehead University's guidelines for academic honesty and integrity: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies>

### **Required Materials:**

Textbook: Flint, C., & Taylor, P. J. (2018). *Political Geography: World-Economy, Nation-State, and Locality* (7<sup>th</sup> ed.). New York: Routledge.

Additional readings will be assigned; see weekly schedule for citations. Readings will be available via the Lakehead University library.

### **Assignments and Grade Allocation:**

**Late Penalty: The penalty for a late submission is 10% unless arrangements have been made BEFORE the due date or academic accommodation has been provided.**

**Engagement (20%):**

**Due: October 24<sup>th</sup>, 2018 (first log), November 28<sup>th</sup>, 2018 (last log)**

As this course is designed to be part lecture and part seminar, the success of the course depends on your contributions to in-class engagement. It is expected that all readings will be completed before the start of each class, as your ability to contribute to group discussion is vital. While some classes involve lectures, guest speakers or media presentations, student discussion will comprise a large portion of class time. I will be looking for your engagement in class in a variety of ways: taking notes, asking questions, contribution to small or large group discussion, paying attention to your peers, etc. **The evaluative nature of engagement will be determined by your task of keeping and maintaining a reading log.** A reading log will form the basis of a student's in-class preparation. It is expected that the student will prepare on a weekly basis a series of talking points from the weekly reading on one-to-two pages that should take the form of talking points: notes, quotes and/or questions. I would also encourage students to jot down ideas and resources for further research on curriculum or pedagogy on the particular subject matter of that week's reading. The talking points should be both: A) question the text, and B) advance new ideas. In regard to the former, the goal is to keep track of ideas one does not understand or wishes to question/challenge. In regard to the latter, the goal is to consider how the ideas presented in a given chapter could be extended to consider alternative contexts or circumstances.

If you are unable to be in class or are going to be late, you should communicate this to me in writing.

**Reading Presentation (25%):**

Students will prepare a presentation in which they critically reflect on the week's readings. Two students (depending on class size) will present each week, and students may choose to present individually or together. You are expected to discuss the division of labour with your co-presenter and decide what the focus of each of your presentations will be or work collaboratively on the presentation. The presentations should be *20 minutes* if presenting individually and *40 minutes* if presenting together. The presentations should illuminate the core concepts and themes of the readings, discuss the readings' utility in relation to the field of political geography and in relation to questions of social justice and intersectional understandings of power. You can use media in your presentation if you choose (ie. PowerPoint, photographs, film clips, etc).

The presentations will be used as the basis for class discussion of the readings, and, as such, you should pose at least three discussion questions at the end of the presentation. *Please bring printed copies of the discussion questions to class or email them to me on the morning of your presentation in order to have them printed for circulation.*

The presentations will be assessed on their sophistication, clarity, creativeness and critical nature, including a critical engagement with the texts, pointing to both the contributions and limitations of the texts.

Presentations will be scheduled in the first class of the term.

**Op Ed (20%):**

**Due on or before November 7<sup>th</sup>, 2018**

**Length: 1-2 pages**

At some point during the term, inspired by a current issue surfacing in the news, you will write an opinion piece suitable for submission to a newspaper or online news source such as OrilliaMatters.com, CTV News Orillia, Huffington Post, Toronto Star, Globe and Mail or other outlets. You should apply a spatio-political analysis in commenting on an issue of concern to you using language that is accessible for general readership. Your Op Ed should include an appropriate title, the name of the news site you had in mind when writing the piece, followed by your analysis. This assignment is designed to ask students to critically engage with the reading material in addition to the lecture content to offer their thoughts, ideas and connections.

**Political Geography Research Paper (35%):**

**Due: December 3<sup>rd</sup>, 2018**

**Length: 8-10 pages**

In this research paper, you will apply a political geographic analysis to questions of colonialism, imperialism, territorial states, nation, nationalism and citizenship, democracy, localities, place and identity, reterritorialization, or another formation of political geography through the study of one or more case studies. You may choose to focus on everyday expressions of political geography in social struggles, or on formal political sites (such as your predictions in a local electoral campaign, or trade relations between countries, or policy change re: the legalization of cannabis, etc). You are encouraged to focus on historic or contemporary sites in which struggles over space, life, and liberty are particularly salient, such as those seen in Idle No More, Black Lives Matter, Japanese internment in Canada, asylum-based schools/cities, the rights of migrants and refugees, or other questions of dispossession, incarceration and criminalization, migration, mobility, borders, or sites of global or local conflict.

Your paper should use at least *4 sources from class readings and at least 4 additional sources*. Your paper will be graded on originality, integration of political-geographic concepts from class, the development of a grounded analysis through material examples in your case study, and the quality and clarity of writing.

**Grade Summary:**

<b>Component</b>	<b>Value</b>	<b>Due Date</b>
Engagement	20%	October 24 <sup>th</sup> , 2018 (10%) November 28 <sup>th</sup> , 2018 (10%)
Reading Presentation	25%	Chosen Week
Op Ed	20%	Chosen Week (last day of submission: November 7 <sup>th</sup> , 2018)
Final Paper	35%	December 3 <sup>rd</sup> , 2018

## Course Outline:

<b>Date</b>	<b>Topic and Assigned Readings</b>	<b>Recommended Readings</b>	<b>Important Notes</b>
September 5 <sup>th</sup> , 2018	Introduction		
Week of September 10 <sup>th</sup> , 2018	<b>Topic:</b> Introduction to Political Geography <b>Readings:</b> Prologue, Chapters 1 and 2 from Flint et. al, 2018		
Week of September 17 <sup>th</sup> , 2018	<b>Topic:</b> Geography of Imperialisms <b>Reading:</b> Chapter 3	<b>Recommended Reading:</b> Introduction in: Coulthard, G. (2014). <i>Red Skin, White Masks: Rejecting the Colonial Politics of Recognition</i> . Minneapolis: University of Minnesota Press.	Presentations will begin on September 19 <sup>th</sup> , 2018  Final Date to Register: September 17 <sup>th</sup> , 2018
Week of September 24 <sup>th</sup> , 2018	<b>Topic:</b> Territorial States <b>Reading:</b> Chapter 4	<b>Recommended Reading:</b> Chapter 10 in Staeheli, L., Kofman, E., and L. Peake. (2004). <i>Mapping Women, Making Politics: Feminist Perspectives on Political Geography</i> . New York: Routledge.	
Week of October 1 <sup>st</sup> , 2018	<b>Topic:</b> Nation, Nationalism and Citizenship <b>Reading:</b> Chapter 5	<b>Recommended Reading:</b> Chapter 1 in: Simpson, A. (2014). <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i> . Durham, London: Duke University Press.	
Week of October 8 <sup>th</sup> , 2018	No Class – University Reading Week!		
Week of October 15 <sup>th</sup> , 2018	<b>Topic:</b> Political Geography of Democracy <b>Reading:</b> Chapter 6 in Flint, et. al. (2018) <b>and</b> Chapter 18 in Staeheli, L., Kofman, E.,	<b>Recommended Reading:</b> Fetzer, J. (2016). The Politics of British Columbia's 2002 Aboriginal Treaty negotiations referendum:	

	and L. Peake. (2004). <i>Mapping Women, Making Politics: Feminist Perspectives on Political Geography</i> . New York: Routledge.	Democratic governance or electoral strategy? <i>Canadian Ethnic Studies</i> , 48(2), pp. 157-166.	
Week of October 22 <sup>nd</sup> , 2018	<b>Topic:</b> Cities as Localities <b>Reading:</b> Chapter 7	<b>Recommended Reading:</b> Gagné, N. and B. Trépied. (2016). Introduction to Special Issue Colonialism, Law, and the City: The Politics of Urban Indigeneity. <i>City &amp; Society</i> , 28(1), pp. 8-22.	First Reading Log Due: October 24 <sup>th</sup> , 2018
Week of October 29 <sup>th</sup> , 2018	<b>Topic:</b> Reterritorialization: South/North Perspectives <b>Readings:</b> Hoechsmann, M. (1996). Revolution Goes Global: Zapatistas on the Net. <i>SAGE Publications</i> , 2(1), pp. 30-35.	<b>Recommended Reading:</b> Nagar, R., Lawson, V., McDowell, L. and M. Hanson. (2002). Locating Globalization: Feminist (Re)readings of the Subjects and Spaces of Globalization. <i>Economic Geography</i> , 78(3), pp. 257-284.	Guest Visitor: Dr. Michael Hoechsmann for Wednesday  No presentations this week
Week of November 5 <sup>th</sup> , 2018	<b>Topic:</b> Place and Identity Politics <b>Reading:</b> Chapter 8	<b>Recommended Reading:</b> Introduction in: Tuck, E. and M. McKenzie. <i>Place in Research: Theory, Methodology, and Methods</i> . New York and London: Routledge.	Last day to submit Op Ed: November 7 <sup>th</sup> , 2018  Last day to withdrawal: November 9 <sup>th</sup> , 2018
Week of November 12 <sup>th</sup> , 2018	<b>Topic:</b> Place and Identity Politics continued... <b>Reading:</b> Introduction in Pratt, G., and V. Rosner. (2012). <i>The Global and the Intimate: Feminism in Our Time</i> . New York: Columbia University Press.	<b>Recommended Reading:</b> Watts, V. (2013). Indigenous place-thought & agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!). <i>Decolonization: Indigeneity, Education</i>	

		& Society, 2(1), pp. 20-34.	
Week of November 19 <sup>th</sup> , 2018	<p><b>Topic:</b> Political Geography's Futurity?</p> <p><b>Readings:</b> Epilogue: a political geography framework for understanding our twenty-first century world (p. 335-341 in textbook) <b>and</b> Chapter 1 in Staeheli, L., Kofman, E., and L. Peake. (2004). <i>Mapping Women, Making Politics: Feminist Perspectives on Political Geography</i>. New York: Routledge.</p>	<p><b>Recommended Reading:</b> Chapter 2 in Staeheli, L., Kofman, E., and L. Peake. (2004). <i>Mapping Women, Making Politics: Feminist Perspectives on Political Geography</i>. New York: Routledge.</p>	
Week of November 26 <sup>th</sup> , 2018	<p><b>Topic:</b> Everyday Decolonization</p> <p><b>Readings:</b> Hunt, S. and C. Holmes. (2015). Everyday Decolonization: Living a Decolonizing Queer Politics. <i>Journal of Lesbian Studies</i>, 19(2), pp. 154-172 <b>and</b> Simpson, A. (2017). The ruse of consent and the anatomy of 'refusal': cases from indigenous North America and Australia. <i>Postcolonial Studies</i>, 20(1), pp. 18-33.</p>		Last Reading Log Due: November 28 <sup>th</sup> , 2018
Week of December 3 <sup>rd</sup> , 2018	<b>Wrap up!</b>		Political Geography Research Paper is Due