



POLITICAL & ECONOMIC GEOGRAPHIES

Lecture Time: Mon & Wed 14:30-15:50

COR B112

COURSE DESCRIPTION

This course introduces students to some of the major thematic concerns that have traditionally shaped political geography as a sub-discipline. It also allows students to engage with emerging issues that are likely to become focal points in shaping future debates among political geographers. The aim of the course is to explore the co-constitutive relationship between politics and space. As the political organization of society has spatial consequences, so too does geography influence our understanding of political relationships. These relations are negotiated and contested in multiple ways that cut across different locations, scales, and temporalities. Accordingly, we will examine political concerns, disputes, accommodations, and consequences from a geographical perspective, where students can expect to acquire a critical appreciation for the historical injustice, and political activism. Evidence will be based on both national and international

KEYWORDS: anarchism, colonialism; democracy; nation; state; social justice; territory; war

REQUIRED TEXTS

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

EVALUATION

Attendance and Lab Participation	10%
2 Film Reflections (15% each)	30%
Group Presentations	30%
Final Exam	30%

PREREQUISITE: GEOG 101b and second-year standing

OFFICE HOURS & LOCATION

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

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**

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a

OUTCOMES & RESPONSIBILITIES

ASSESSMENT & ASSIGNMENT DETAILS

LAB 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 show up to tutorials prepared, and remain committed to and engaged with the course materials throughout the term, this is an easy 10% to achieve!

FILM REFLECTIONS – (2 worth 15% each = 30%) – Due Date: At the start of your Lab exactly 2 WEEKS after you screened the film in your Lab section. Assignments should be handed in to your Lab Instructor.

LENGTH: Each reflection should be no more than 2 pages double-spaced (i.e. between 500 and 600 words total). Please do not exceed this limit!

Students are asked to provide a short commentary on **TWO** of the three films we will screen during the lab sessions held during weeks 2, 5, and 8. It is up to you to decide which two films you choose to write about, but regardless of the two you choose, you are expected to view and participate in the discussion of all three films. This assignment is not meant to be a simple summary of the film. Instead, your task is to provide a thoughtful analysis and critique, which draws on course readings and lectures. You will need to discuss how the film exemplifies and engages with that week's thematic concerns, and also how the film helped you to interpret the concepts under consideration. One of the major challenges for you will be to keep your reflection concise and to the point. Again, I am not looking for a summary! Prior to the screening of each film I will hand out a description, which will include an overview of the film as well as offering some specific points for you to consider that will help you to view the film with your 'thinking cap' on. This will better prepare you for your critical reflections. The week following the film viewing, you will gather as a group to discuss the film as well as the general concepts that we have discussed in lectures that relate to the film. The discussion represents a chance to reflect further on the film and it is in your best interest to attend and participate as this will help to inform your responses.

GROUP PRESENTATION – (30% - Note that 10% of this grade will be based on Peer Evaluation) – Presentations will take place during our final two weeks of lecture. Group sizes will depend on final course enrolment, but ideally 4 to 5 students.

LENGTH: 20 MINUTES

Students are asked to collaborate in preparing a presentation on the weekly themes. Your role is to reflect thoroughly on the assigned topic, offer some critical reflections on the readings, and engage the class with some questions of importance that you have drawn from these readings. 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 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 that helps you (and hopefully us) to think about and understand the topic at hand. 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

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 20 minutes to share your creativity, reflections, and ideas about the topic with us. Groups will be formed ideally based on Lab Sections and we will determine who will present on what topic during class time early in the semester. Please bear in mind that there may be some rescheduling and reassigning of groups should individuals join or withdraw from the course.

FINAL EXAM – (30%) – Date & Time: TBA

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 exam. If you attend lectures and keep up with your readings, the exam will be a breeze. The exam is not formatted to encourage rote learning, but is instead designed to promote critical thinking. Thus, you will be asked to reflect upon and provide real world examples of particular issues and themes we have touched upon in the course. I will offer students a list of 6 or 7 questions, where you will be asked to write a short essay response to 3 questions of your choice. We will

WEEKLY CALENDAR

(Subject to revision as the course proceeds)

WEEK	DATE	WEEKLY LECTURE TOPICS
1	SEPTEMBER 6	Course Introduction
2	SEPTEMBER 11, 13	Introduction to Political Geographies Territoriality & Boundaries <i>LAB: We will watch the film 'Crossing Over'</i>
3	SEPTEMBER 18, <u>(20 No Class)</u>	The State, Sovereignty & Nations <i>LAB: Film Discussion & Group Presentation Planning</i>

12	NOVEMBER 20, 22	GROUP PRESENTATIONS
13	NOVEMBER 27, 29	GROUP PRESENTATIONS
FINAL EXAM	TBA	FINAL EXAM

REQUIRED WEEKLY READINGS

(Subject to revision as the course proceeds)

SEPTEMBER 6	<p>Course Introduction</p> <p>Dodds, K. (2008). 'Have you seen any good films lately?' Geopolitics, international relations and film. <i>Geography compass</i>, 2(2), 476-494.</p>
SEPTEMBER 11	<p>Introduction to Political Geographies</p> <p>Agnew, J. 2017. Political Geography. <i>International Encyclopedia of Geography</i>. Malden, MA: Wiley.</p>
SEPTEMBER 13	<p>Territoriality & Boundaries</p> <p>Bauder, H. (2015). Perspectives of Open Borders and No Border. <i>Geography Compass</i>, 9(7), 395-405.</p>
SEPTEMBER 18	<p>The State, Sovereignty & Nations</p> <p>Painter, J. (2006). Prosaic geographies of stateness. <i>Political geography</i>, 25(7), 752-774.</p>
SEPTEMBER 20	<p>NO CLASS</p>
SEPTEMBER 25	<p>Democracy, Civil Society & Human Rights</p> <p>Englehart, N. A. (2009). State capacity, state failure, and human rights. <i>Journal of Peace Research</i>, 46(2), 163-180.</p>
SEPTEMBER 27	<p>Neoliberalism</p> <p>Springer, S. (2010). Neoliberalism and geography: Expansions, variegations, formations. <i>Geography Compass</i>, 4(8), 1025-1038.</p>
OCTOBER 2	<p>Colonialism & Empire</p> <p>Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, education & society</i>, 1(1).</p>
OCTOBER 4	

OCTOBER 11	<p>Environmental Justice & Consumption</p> <p>Mansvelt, J. (2009). Geographies of consumption: the unman age able consumer?. <i>Progress in Human Geography</i>, 33(2), 264-274.</p>
OCTOBER 16	<p>Terrorism, War & Militarism</p> <p>Bernazzoli, R. M., & Flint, C. (2009). Power, place, and militarism: Toward a comparative geographic analysis of militarization. <i>Geography Compass</i>, 3(1), 393-411.</p>
OCTOBER 18	<p>Violence & Nonviolence</p> <p>Loyd, J. M. (2012). Geographies of peace and antiviolenace. <i>Geography Compass</i>, 6(8), 477-489.</p>
OCTOBER 23	<p>Identity, Difference & Otherness</p> <p>Jansson, D. R. (2005). 'A geography of racism': Internal orientalism and the construction of American national identity in the film Mississippi Burning. <i>National Identities</i>, 7(3), 265-285.</p>
OCTOBER 25	<p>Racism, Ethnic Conflict & Apartheid</p> <p>Chari, S. (2008). Critical geographies of racial and spatial control. <i>Geography Compass</i>, 2(6), 1907-1921.</p>
OCTOBER 30	<p>Law, Surveillance & Crime</p> <p>Cook, I. R., & Whowell, M. (2011). Visibility and the policing of public space. <i>Geography Compass</i>, 5(8), 610-622.</p>
NOVEMBER 1	<p>Public Space & Homelessness</p> <p>Mitchell, D. (2011). Homelessness, American style. <i>Urban Geography</i>, 32(7), 933-956.</p>
NOVEMBER 6	<p>Social Movements & Activism</p> <p>Nicholls, W. J. (2007). The geographies of social movements. <i>Geography Compass</i>, 1(3), 607-622.</p>
NOVEMBER 8	<p>Anarchism</p> <p>Springer, S. (2013). Anarchism and geography: a brief genealogy of anarchist geographies. <i>Geography Compass</i>, 7(1), 46-60.</p>
NOVEMBER 13	READING BREAK
NOVEMBER 15	READING BREAK
NOVEMBER 20	Group Presentations
NOVEMBER 22	Group Presentations
NOVEMBER 27	Group Presentations
NOVEMBER 29	Group Presentations
TBA	FINAL EXAM

FURTHER READINGS OF RELEVANCE:

The International Encyclopedia of Human Geography is fantastic in that each entry offers a bibliography comprised of key readings on that topic. It would be useful for you to engage with some of the topics listed there as you prepare your film reflections and group presentations and the final exam. The IEHG is available through UVic Libraries.
