GEOG 446: Political Geography
Dr. Jessie Clark
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775-784-6345
MS 325B
Office Hours: M 11-1:00

COURSE DESCRIPTION
Political geographers argue that politics is inherently spatial. In other words, the decisions of policy makers, the operation of war, the practice of citizenship, and the formation of cultural and political identities are tied to symbolic and physical struggles over space. In contrast to many other sub-disciplines in geography, political geography has a distinct institutional history. Beginning with classical geopolitical theories in the 19th and early 20th centuries, geography was deployed as a science to rationalize political control over territories. The “political” in geography referred to territorial control and nation-state boundary making. Today, political geography operates underneath a much broader definition of politics. What counts as “political” is far reaching. From global patterns of economic and environmental change to the day-to-day practices of making a home, political geography sees the “globe”, the “region”, the “state”, “nation” and the “home” to be intimately bound together. You should leave this course not only having a better understanding of how space is important to politics but also how global political patterns are relevant to you and your local environment.

CATALOG DESCRIPTION
Spatial analysis of political systems. Territorial organization trends in local government and the sovereign state. Changing geopolitical patterns of power.

PRE-REQUISITES
None.

COURSE OBJECTIVES
This course meets the Silver Core Curriculum Objectives CO11 Global Contexts. Specifically,

1) Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations. (CO11)
2) Students be able to articulate the role that space plays in politics, including the major themes and concepts of political geography: state and territory, nationalism, identity, landscape, citizenship, colonialism, geopolitics, gender, and resistance.

STUDENT LEARNING OUTCOMES
As a result of taking this class, students will have a clear understanding of the relationship between space and politics. Specifically, they will be able to:

1) Describe the nation-state system, and identify the role and impact of the nation-state system at different scales, from the local to the global (CO11)
2) Understand the role of space plays in local, national, and international politics. (CO11)
3) Synthesize in writing and discussion how political geography has theorized major course topics (state and territory, nationalism, identity, landscape, citizenship, colonialism, globalization, geopolitics, gender, and resistance) in a final portfolio project.
4) Demonstrate through writing and discussion an ability to read, comprehend, and analyze scholarly articles.

**ASSESSMENT**

Learning outcomes will be assessed through the following instruments:

1) SLO #1 and #2: CO11 will be assessed using The Global Contexts Rubric ([http://www.unr.edu/assessment/core](http://www.unr.edu/assessment/core)) applied to reading responses for Weeks 5, 12, 15. Effective Composition & Communications skills (CO1) and Critical Analysis & Use of Information (CO3) will be demonstrated. The results will be reported to the department courses and curriculum committee, the department chair, the dean of the college, and the core board.

2) SLO #3: A final portfolio to assess overall comprehension of course topics and ability to synthesize material.

3) SLO #4: Comprehension and analysis of scholarly articles will be assessed in the reading response for Weeks 2, 5, 15.

**REQUIRED TEXTS**


*This textbook is available at the UO bookstore or can be found online. Be sure you buy the 2009 edition*

Readings from the main textbooks will be supplemented with additional readings, including book chapters and academic articles, that I will post on the course Blackboard website.

**COURSEWORK**

**Reading Responses:** The bulk of your grade is comprised of weekly reading responses. I find that writing is a necessary tool to digest and understand readings, and writing will help you prepare for in-class discussions. Responses should be between 500-700 words in length (approx. 1 pg. single space, 12 pt. Times New Roman font) and will respond to a prompt that I provide prior to each week’s readings. You will upload an electronic copy on the Blackboard site by 12:00 pm the day of class and bring a hardcopy to class. Come to class having read your fellow students’ responses. Out of 11 possible responses, you will submit 10. Having two “free weeks” is meant to give you some flexibility when your workload is particularly overwhelming. Use these strategically. Not writing a response does NOT excuse you from the readings.

**Mid-term Exam and Presentation:** I will give you a written take-home exam on October 7th. You will have one week to complete the essay exam. Your exam and a brief presentation are due in class October 17th. The assignment will ask you to identify a nationalist movement from a wiki-list and analyze this movement according to a set of questions. More details to come.

**Final Portfolio/Cover Essay:** As your final project (in lieu of an exam and paper), you will revise 7 of your best reading responses and submit these in a portfolio along with a cover essay of approximately 1500-2000 words (2-3 pages single spaced). Your cover essay should weave together the arguments in your chosen responses, highlighting differences, similarities, and your own critical evaluation of what “worked” and what did not. We will discuss the parameters of the cover essay closer to the end of the term.
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<tr>
<th>Activity</th>
<th>Due</th>
<th>Points</th>
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<tr>
<td>Weekly Reading Responses (10/11 required)</td>
<td>Written response uploaded electronically on Blackboard by 12:00 pm the day of class and in hard copy format in-class.</td>
<td>100 (10 responses X 10 pts. each)</td>
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<tr>
<td>Mid-Term Paper and Presentation</td>
<td>Thursday, October 16th, beginning of class</td>
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<td>Final Portfolio</td>
<td>Thursday, December 11th, 7:30 pm</td>
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<td><strong>TOTAL</strong></td>
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A plus/minus scale will be used to calculate your final grade:

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**ATTENDANCE, CLASS CONDUCT, AND LATE WORK**
Because this is a seminar, participation is necessary and something I will grade. This means I am also grading you on attendance. If you are not in class, you can’t participate! Participation can involve contributing a question or thought, responding to someone else’s thoughts, and actively listening.

All cell phones and electronic devices are to be turned off or on silent during class. Please be respectful of one another in discussion. It can be a nerve-wracking endeavor to speak aloud, so give your classmates the active listening they deserve. If you have difficulty speaking in groups, try jotting down questions or points from the readings in advance of class. Preparation is your best tool to combat nerves. To that end, please bring the readings, your notes, and your reading response to class.

Your reading responses and mid-term exam are due in class. An assignment turned in after class will be considered “late” by one day (even if it is turned in the same day). Each day thereafter you will receive an additional 10% deduction. If there are unforeseen or planned events that make it impossible for you to be in class, please let me know in advance and you can turn in your assignments prior to the due date in my mailbox. According to FERPA (Family Education and Rights Privacy Act), I may not discuss a specific grade with you over email. It is best to see me in person to discuss a grade or use the secure portal in WebCampus.

The last day to drop this course with 100% refund is Thursday September 4th. The last day to withdraw with a “W” is Wednesday October 29th.
ACADEMIC INTEGRITY
Any student who is caught plagiarizing on an assignment will receive an automatic zero, and I will submit a formal charge to the University. Plagiarism is defined as the use of someone else’s ideas and writing as one’s own. A majority of plagiarism cases are not perpetrated intentionally and attest more to a general lack of care about how we are using someone else’s work. Unfortunately even the smallest violation can have devastating consequences for your academic record. BUT plagiarism is easily avoidable. One of the most important skills you will develop during your time at the University is how to ‘paraphrase’, how to put someone else’s ideas into your own words. Learning how to paraphrase begins with critical reading. When you come across complex ideas in class readings, practice summarizing these ideas in your own words out loud, as if you were explaining them to a friend. And whether you are using a direct quote or paraphrasing a quote, always provide parenthetical notation. If you are in doubt about your use of sources, please see me. For useful tips and exercises to avoid plagiarism, see: https://owl.english.purdue.edu/owl/owlprint/589/

To review the UNR Code of Conduct and Academic Standards, including how plagiarism is defined and its consequences, see: http://www.unr.edu/student-conduct/policies/university-policies-and-guidelines/academic-standards/policy

SPECIAL ACCOMMODATIONS
Students with disabilities who require additional accommodations must register with the Disability Resource Center (Thompson Building Suite, 100) and notify me of any special accommodations needed as soon as possible.

AUDIO AND VIDEO RECORDING
Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and Board of Regents policy. You may only videotape or audio record this class with my written permission. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class might be recorded.

STUDENT SUPPORT RESOURCES

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<tr>
<th>Resource</th>
<th>Website</th>
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<tr>
<td>Counseling Services</td>
<td><a href="http://www.unr.edu/counseling">http://www.unr.edu/counseling</a></td>
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<tr>
<td>Office of Student Conduct</td>
<td><a href="http://www.unr.edu/student-conduct">http://www.unr.edu/student-conduct</a></td>
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<td>Writing Center</td>
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<td>Math Center</td>
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<td>Tutoring Center</td>
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<td>Disability Center</td>
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<tr>
<td>Cultural Diversity</td>
<td><a href="http://www.unr.edu/cultural-diversity">http://www.unr.edu/cultural-diversity</a></td>
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READINGS ***Readings are subject to change.

August 28 (Week 1): Introduction

September 4 (Week 2): Power, Space, Place and Political Geography
Introduction and Chapter 1, Painter & Jeffrey

September 11 (Week 3): The State and Territory
Chapter 2, Painter & Jeffrey
Jones, Jones, and Woods, Chapter 2: States and Territories, An Introduction to Political Geography: Space, Place, and Politics (pp. 20-34) New York: Routledge
Borderland, Ep 1, Aljazeera
The Middle East Conflict at 35,000 Feet, BBC News

September 18 (Week 4): The State and the Everyday
Painter, J. 2006. Prosaic Geographies of Stateness. Political Geography. 25: 752-774
Where the Streets Have No Name, The Atlantic

September 25 (Week 5): Nation and Nationalism
Chapter 7, Painter & Jeffrey

October 2 (Week 6): Nation and Landscapes of Power
Mudde, C. June 16, 2014. Can Soccer Unite the Belgiums?
http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/06/16/can-the-red-devils-unite-the-belgians/
Beitar Jerusalem, ESPN E-60 Documentary
October 9 (Week 7): Citizenship and Space
Chapter 4, Painter & Jeffrey

October 16 (Week 8): Midterm Due and Presentations

October 23 (Week 9): Imperialism
Chapter 8, Painter & Jeffrey

October 30 (Week 10): Geopolitics and Critical Geopolitics
Chapter 9, Painter & Jeffrey, pp. 196-209

November 6 (Week 11): TBD

November 13 (Week 12): Contemporary Geopolitics and Globalization
Chapter 9, Painter & Jeffrey, pp. 209-213

November 20 (Week 13): Rethinking Territory: Exceptions, Blockages & Flows

November 27 (Week 14): THANKSGIVING BREAK, NO CLASS
December 4 (Week 15): Anti-Geopolitics and Feminist Geopolitics
Chapter 9, Painter & Jeffrey, pp. 213-217

December 11 (Week 16): Final Discussion and Portfolio Due IN CLASS, 7:30 pm