
GEOG 601: GEOGRAPHIC PERSPECTIVES

Fall 2021

Wednesdays 9:00AM-12:00PM

Lucy Stone Hall B-120

Instructor: Dr. Andrea Marston
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Office: Lucy Stone Hall B-255 or via Zoom (email for link)
Office Hours: Wednesdays, 3:30-4:50PM or by appointment
Schedule OH: <https://marston-office-hours.youcanbook.me>
LMS: Canvas: <https://rutgers.instructure.com/courses/141521>

To prune and prune my mental garden . . . to reroute and replace old reference points, those epistemological locations, the familiar methodologies that have ordered my thinking so very easily. Having pruned and weeded and rerouted everything, to learn to live again, to think without those same paths, plants, ground, and walls. The exercise is excruciatingly difficult—I am haunted by memories of my disciplining. Whoever thought it would be so much more difficult to unlearn than learn? I persist. (Banu Subramaniam 2014, p. 71)

Welcome to Geographic Perspectives, the first in a series of two required courses for incoming Geography graduate students. This course provides a critical introduction to key themes and theoretical-methodological debates within the discipline. Your three main goals for this course are: 1) to familiarize yourself with the breadth of contemporary geographic topics, 2) to identify and learn about at least one specific subfield of interest, and 3) to foster a collegial community of graduate students. We'll approach these goals via shared readings, weekly written reflections, individual presentations, and – most importantly – active participation in seminar discussions.

The question of what “counts” as geography and what is relevant disciplinary history is both important to ask and challenging to answer. The discipline that we inhabit today has inextricably colonial roots, and geographers have been complicit in contemporary structures of racism, sexism, imperialism, capitalism, militarism and other violent “-isms.” We could easily spend the entire semester tracing this history. But, in the interest of not unintentionally re-canonizing a long list of European white men, I have chosen instead to foreground the contemporary scholarship emerging from within geography and geography-adjacent fields. When relevant, these contemporary texts will be accompanied by “classic” texts and/or reflections on the discipline’s history. For those of you interested in learning more about the history of the discipline, I have included a list of helpful books for your reference. I am also happy to fill in historical context whenever needed.

I am trained as a human (environmental) geographer, and by virtue of my own limitations, this course will be more “human” than “physical.” That said, I have carved out several places to reflect on why the human/physical split exists and its impact on the discipline overall. Moreover, I always welcome the incorporation of more traditionally physical geographical concerns into class discussions.

This course is reading intensive. Expect to read the equivalent of a book and 2-3 articles every week. This is going to be hard, but I also hope it will help you learn to read and process information quickly, which will help support the rest of your graduate studies. If it gets overwhelming, however, please reach out to me via email or during office hours. The main goal of this course is to lay a solid foundation for you to pursue your interests within and beyond Geography, and we can always find alternative ways to make that happen.

Office hours: I will hold office hours on Wednesdays from 3:30-4:50PM. Please make an appointment in advance at <https://marston-office-hours.youcanbook.me>. Appointments are available in ten-minute slots, but I encourage you sign up for at least two slots at a time. If you cannot make it on Wednesdays, or if you prefer to meet via Zoom, please email me with the request.

LMS: We'll use Canvas to organize readings, post weekly reading responses, and submit midterm/final projects. Everything is organized chronologically under "modules." I'll also use Canvas to send emails to everyone in the class, so be sure to configure your Canvas to receive messages via email.

Books: Below is a complete list of books required for this course. As of the time of writing, all of them are available online, either through the library website or as PDFs that I've uploaded to Canvas (under Modules). **However, it is possible that we'll lose access to some of the library's digital copies as the university transitions back to in-person instruction, so please don't wait until the last minute to check to see if something is available.** If we lose online access, it will be your responsibility to buy/borrow/scrounge from the internet/otherwise obtain the book (though if anyone wants to take on the responsibility of scanning something to share with everyone else, you'd be welcome to borrow my copy to do so).

- Rodriguez, Robyn Magalit. (2017). *In Lady Liberty's Shadow: The Politics of Race and Immigration in New Jersey*. New Brunswick: Rutgers University Press. **[Library]**
- Subramaniam, Banu. (2014). *Ghost stories for Darwin: The science of variation and the politics of diversity*. University of Illinois Press. **[Canvas]**
- Summers, Brandi T. (2019). *Black in place: The spatial aesthetics of race in a post-chocolate city*. UNC Press Books. **[Library]**
- Gilmore, Ruth Wilson. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. Berkeley: Univ of California Press. **[Library]**
- Werner, Marion. (2015). *Global displacements: The making of uneven development in the Caribbean*. John Wiley & Sons. **[Library]**
- Federici, Silvia, 2004. *Caliban and the Witch*. Brooklyn, NY: Autonomedia. **[Canvas]**
- Ybarra, Megan. (2018). *Green wars: conservation and decolonization in the Maya forest*. Univ of California Press. **[Library]**
- Anderson, Benedict. (2006[1983]). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Preface & Introduction (pp. xi-8), Chapter 3 (pp. 37-46), Chapter 10 (pp. 163-186). **[Library]**
- Coronil, Fernando. (1999). *The Magical State: Nature, Money, and Modernity in Venezuela*. Chicago: University of Chicago Press. Introduction & Part 1 (pp. 1-119). **[Canvas]**
- Goswami, Manu. (2004). *Producing India: from colonial economy to national space*. Chicago: University of Chicago Press. **[Canvas]**
- Butler, Judith. (2011[1993]). *Bodies that Matter: On the Discursive Limits of Sex*. New York: Routledge. Preface, Introduction, Chapter 1 (pp. viii-27). **[Canvas]**
- Saldanha, Arun. (2007). *Psychedelic White: Goa Trance and the Viscosity of Race*. Minneapolis: University of Minnesota Press. **[Library]**
- Carney, Judith A. (2009). *Black rice: the African origins of rice cultivation in the Americas*. Harvard University Press. **[Library]**
- Lyons, Kristina M. (2020). *Vital Decomposition: Soil Practitioners & Life Politics*. Durham: Duke University Press. **[Library]**
- Weizman, Eyal. (2012). *Hollow land: Israel's architecture of occupation*. New York: Verso books. **[Canvas]**
- Buck-Morss, S. (2009). *Hegel, Haiti, and universal history*. University of Pittsburgh Press. **[Library]**
- Lowe, Lisa. (2015). *The Intimacies of Four Continents*. Durham: Duke UP. Chapter 1 (pp. 1-41). **[Library]**

I have also uploaded all required book chapters and articles to Canvas. You can find optional articles (and most of the optional books) online through the Rutgers library search function.

You may also wish to invest in the textbooks and handbooks below, which contain useful histories of the discipline and summaries of disciplinary debates. **This is not required**; I have uploaded a couple of assigned chapters to Canvas:

- Cresswell, Timothy. (2012). *Geographic thought: A critical introduction*. Hoboken, NJ: John Wiley & Sons.
- Livingstone, David. (1992). *The geographical tradition: Episodes in the history of a contested enterprise*. Malden, MA: Blackwell.
- Gregory, Derek; Johnston, Ron; Pratt, Geraldine; Watts, Michael; Whatmore, Sarah. (Eds.). (2011). *The dictionary of human geography*. John Wiley & Sons.
- Peet, Richard. (1998). *Modern geographical thought*. Oxford: Blackwell.

Covid-19 Protocols: This course is taking place in person. In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave. Masks should conform to CDC guidelines and should completely cover the nose and mouth: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>. Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the [My Campus Pass symptom checker](#) self-screening app.

COURSE FORMAT & REQUIREMENTS

Readings

In each week of the course agenda below, there is a list of required and optional (“further”) readings. The required readings are, well, required. Please read them thoughtfully and generously, as they are designed to anchor our class discussions. The optional readings are there for you to read on your own time if you find the topic particularly interesting or confusing, or if you would just like to know more.

Participation in class discussion

This is a seminar, which means that everyone needs to participate to ensure mutual learning. To help stimulate conversation, please come to class with notes and questions that you would like to discuss. Attendance is required unless you feel sick, in which case you should definitely stay home – just please send me an email.

Presentations

Each week one student will present their reactions to the readings and offer points for discussion. These are NOT supposed to be carefully crafted presentations that detail the full arguments of the texts; rather, they should summarize some main points and should end with some open questions that stimulate conversation. I encourage analog presentations (i.e., just you talking with some notes), but you can use slides if you prefer.

Reading reflections

Reading reflections (approx. 400-500 words) will be required each week by those students who are **not** presenting. They should be posted on the corresponding Canvas discussion board by Tuesday at 5:00 PM. Reading reflections need not be very formal, and I will not be grading their content – they are to help you synthesize your thoughts in advance of class. Everyone should read one another’s reflections on Canvas before class on Wednesday.

Independent Research

Throughout the semester, you will be doing independent research on a subfield of Geography that is relevant to your research interests. The subfield could be well-established (e.g. urban geography, feminist geography, postcolonial geography, Black geography, political ecology...) or it could be an emerging or hybrid field (e.g. Black feminist geographies, techno-financial geographies, ocean geographies, etc.) The purpose of independent research is to give you a solid working foundation in your subfield of interest. In this class, you will use the content of your research for your midterm and final assessment (annotated bibliography), but it will also ideally become the basis of a qualifying exam field. **For this reason, please consult with me in office hours about your proposed topic before you spend too much time researching.**

Annotated Bibliography

The major assignment for this class is an annotated bibliography, which is essentially a long list of academic sources (books and journal articles) in which each source is accompanied by a paragraph that describes the content of the source AND explains why it is important. Your annotated bibliography should emerge directly from your independent research. For the midterm, I am looking for 10-15 solid sources with one-paragraph descriptions. For the final assignment, just take your midterm and add 10-15 more sources (for a total of 20-30 sources).

Assessment

Students will be assessed according to the following scheme:

- Classroom participation – 25%
- Reading reflections – 25%
- Presentations – 15%
- Annotated bibliography (midterm) – 15%
- Annotated bibliography (final) – 20%

Key dates

- Midterm Annotated Bibliography due 9AM on Monday, November 8th.
- Final Annotated Bibliography due 9AM on Monday, December 20th.

CLASSROOM POLICIES AND SUPPORT

Safe Space: I am committed to creating a safe space for everyone to discuss, debate and grapple with the complex and potentially sensitive ideas and issues presented in this class. I expect you to respect each other and the diversity of opinions in the classroom. That said, offensive comments and personal attacks will not be tolerated. In the event that offensive comments are made (intentionally or not), I will intervene. Please be as sensitive as possible to the impact that your words might have on those around you.

Academic Honesty: Students are expected to understand and act in accordance with the Rutgers Academic Integrity Policy: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, having someone else complete your course work, and facilitating violations of academic integrity by others. Below are some resources to explore about academic integrity, but please also ask me if you have any doubts.

- Resources for Students: <http://academicintegrity.rutgers.edu/resources-for-students/>
- General Academic Integrity Link: <http://academicintegrity.rutgers.edu/>
- The Camden Plagiarism Tutorial (Interactive): <http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>

- Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism

Library/Learning Support: Online Learning Tools from Rutgers University Libraries include Rutgers RIOT, Searchpath and RefWorks – you can find them at <http://www.libraries.rutgers.edu/tutorials>. You may also consider visiting the Learning Centers (<https://rlc.rutgers.edu/>) or Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

Intellectual Property Rights: Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy. Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

Student Wellness Services:

- **Counseling, ADAP & Psychiatric Services (CAPS):** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / <http://health.rutgers.edu/medical-counseling-services/counseling/>. University is stressful, particularly when you are juggling many courses, jobs, and family responsibilities – and everything has been dramatically compounded by COVID-19. CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
 - **Crisis Intervention:** <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>
 - **Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>
 - **Violence Prevention & Victim Assistance (VPVA):** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/. The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
 - **Disability Services:** (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. The documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.
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COURSE AGENDA

Week 1 (9/1): Course Introduction [No reading]

NOTE: NO CLASS ON 9/8 [Monday course schedule]

Week 2 (9/15): Welcome to Geography, Welcome to New Jersey

- Rodriguez, Robyn Magalit. (2017). *In Lady Liberty's Shadow: The Politics of Race and Immigration in New Jersey*. New Brunswick: Rutgers University Press. [Library]
- Cresswell, Tim. 2013. "A Critical Introduction." Chapter 1 of *Geographic Thought: A Critical Introduction*. Hoboken, NJ: John Wiley & Sons.
- Mahtani, Minelle. (2014). Toxic geographies: Absences in critical race thought and practice in social and cultural geography. *Social & Cultural Geography*, 15(4), 359-367.

Further Reading:

- *Histories of the discipline:*
 - Cresswell, Timothy. (2012). *Geographic thought: A critical introduction*. Hoboken, NJ: John Wiley & Sons.
 - Driver, Felix. (1992). Geography's empire: histories of geographical knowledge. *Environment and Planning D: Society and Space*, 10(1), 23-40.
 - Smith, Neil. 1987. "Academic War over the Field of Geography": The Elimination of Geography at Harvard, 1947-1951. *Annals of the Association of American Geographers* 77(2): 155-172.
 - Livingstone, David. (1992). *The geographical tradition: Episodes in the history of a contested enterprise*. Malden, MA: Blackwell.
 - Peet, Richard. (1998). *Modern geographical thought*. Oxford: Blackwell.
 - Harley, John Brian. 2002. *The New Nature of Maps: Essays in the History of Cartography*. Baltimore: Johns Hopkins University Press.
- *Critiques of the discipline:*
 - Pulido, Laura. (2002). Reflections on a white discipline. *The Professional Geographer*, 54(1), 42-49.
 - Kobayashi, Audrey. & Peake, Linda. (1994) Unnatural discourse. Race and gender in geography. *Gender, Place & Culture*, 1:2, 225-243.
 - McKittrick, Katherine., & Peake, Linda. (2005). What difference does difference make to geography. *Questioning geography: Fundamental debates*, 39-54.
 - Hawthorne, Camilla., & Heitz, Kaily. (2018). A seat at the table? Reflections on Black geographies and the limits of dialogue. *Dialogues in Human Geography*, 8(2), 148-151.
 - Oswin, Natalie. (2020). An other geography. *Dialogues in human geography*, 10(1), 9-18.
 - Faria, C., & Mollett, S. (2020). We didn't have time to sit still and be scared': A postcolonial feminist geographic reading of 'An other geography. *Dialogues in Human Geography*, 10(1), 23-29.

Week 3 (9/22): Tracing the Human-Physical Divide

- Subramaniam, Banu. (2014). *Ghost stories for Darwin: The science of variation and the politics of diversity*. University of Illinois Press (Parts 1 & 2 - pp. 1-158). [Library]
- Pratt, Mary Louise. (1992). "Alexander von Humboldt and the reinvention of América." Chapter 6 of *Imperial Eyes: Travel Writing and Transculturation*, pp. 109-140. New York: Routledge.
- Livingstone, David N. (1992). "Evolution and the Founding of a Tradition." Chapter 6 in *The Geographical Tradition*, pp. 177-215. Malden, MA: Blackwell.

Further Reading:

- Livingstone, David N. (1992). Chapters 4-7 of *The Geographical Tradition: Episodes in the History of a Contested Enterprise*. Malden, MA: Blackwell.
- Cresswell, Tim. (2013). Chapters 2-5 of *Geographic Thought: A Critical Introduction*. Hoboken, NJ: John Wiley & Sons.

Week 4 (9/29): (Re)thinking Space & Place

- Summers, Brandi Thompson. (2019). *Black in place: The spatial aesthetics of race in a post-chocolate city*. UNC Press Books. [Library]
- McKittrick, Katherine. (2011). On plantations, prisons, and a black sense of place. *Social & Cultural Geography*, 12(8), 947-963.
- Massey, Doreen. (1994). "A Global Sense of Place." Chapter 6 of *Space, Place, and Gender* (pp. 146-156). London: Sage.
- Harvey, David. (2004). "Space as a Keyword." *David Harvey: A Critical Reader*, 70-93.

Further Reading:

- *Space*
 - Massey, Doreen. (1994). *Space, Place, and Gender*. Chapters 1-4. London: Sage
 - Elden, Stuart. (2007). There is a politics of space because space is political: Henri Lefebvre and the production of space. *Radical philosophy review*, 10(2), 101-116.
 - Smith, Neil, & Katz, Cindy. (1993). "Grounding Metaphor: Towards a spatialized politics." *Place and the Politics of Identity*, 66, 76-83.
- *Place*
 - McKittrick, Katherine. (2011). On plantations, prisons, and a black sense of place. *Social & Cultural Geography*, 12(8), 947-963.
 - Hart, Gillian. (2018). Becoming a geographer: Massey moments in a spatial education. *Doreen Massey: Critical dialogues*, 75-89.
- *Scale*
 - Smith, Neil. (1992). Geography, difference and the politics of scale. In *Postmodernism and the social sciences* (pp. 57-79). Palgrave Macmillan, London.
 - Sayre, N. F. (2005). Ecological and geographical scale: parallels and potential for integration. *Progress in human geography*, 29(3), 276-290.
 - Swyngedouw, Eric. (2004). Scaled geographies: Nature, place, and the politics of scale. *Scale and geographic inquiry: Nature, society, and method*, 129-153.
 - Marston, Sallie A., Jones III, John Paul, & Woodward, Keith. (2005). Human geography without scale. *Transactions of the institute of British geographers*, 30(4), 416-432.

Week 5 (10/6): Geographies of (Racial) Capitalism

- Gilmore, Ruth Wilson. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California* (Vol. 21). Univ of California Press. [Library]
- Pulido, Laura. (2017). Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence. *Progress in Human Geography*, 41(4), 524-533.
- Bledsoe, Adam; McCreary, Tyler; & Wright, Willie. (2019). Theorizing diverse economies in the context of racial capitalism. *Geoforum*.

Further Reading

- *Racial Capitalism*
 - Robinson, Cedric J. (2000). *Black Marxism: The making of the Black radical tradition*. Univ of North Carolina Press.
 - Melamed, Jodi. (2015). Racial Capitalism. *Critical Ethnic Studies*, 1(1), 76-85.

- Kelley, Robin D.G. (2017). What did Cedric Robinson mean by racial capitalism? *Boston Review*, 12. <http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism>
- *Capitalism & Space*
 - Marx, Karl. (1990[1867]). *Capital, Volume 1*. London: Penguin Classics.
 - Part One: Commodities and Money, pp. 125-247.
 - Part 8: So-called Primitive Accumulation., pp. 874-940.
 - Harvey, David. (2001). Globalization and the “spatial fix”. *Geographische* (2) 23-30.
 - Arrighi, Giovanni. (2006). Spatial and other “fixes” of historical capitalism. *Global social change: Historical and comparative perspectives*, 201-212.
 - Fields, Desiree. (2015). Contesting the financialization of urban space: Community organizations and the struggle to preserve affordable rental housing in New York City. *Journal of Urban Affairs*, 37(2), 144-165.

Week 6 (10/13): Geographies of Production and Reproduction

- Werner, Marion. (2015). *Global displacements: The making of uneven development in the Caribbean*. John Wiley & Sons. [Library]
- Federici, Silvia, 2004. “The Accumulation of Labor and the Degradation of Women.” In *Caliban and the Witch*, pp. 61-115. Brooklyn, NY: Autonomedia.

Further Reading:

- Massey, Doreen. (1994). *Space, Place, and Gender*. London: Sage.
- Pratt, Geraldine. (2004). *Working feminism*. Philadelphia: Temple University Press.
- Wright, M. (2013). *Disposable women and other myths of global capitalism*. Routledge.
- Wright, Melissa W. (2010). Geography and gender: Feminism and a feeling of justice. *Progress in Human Geography*, 34(6), 818-827.
- Mitchell, Katharyne, Marston, Sallie A., & Katz, Cindy. (2012). *Life's work: Geographies of social reproduction*. John Wiley and Sons.
- England, Kim, & Lawson, Victoria. (2005). Feminist analyses of work: Rethinking the boundaries, gendering, and spatiality of work. *A companion to feminist geography*, 77-92.
- Werner, Marion; Strauss, Kendra; Parker, Brenda; Orzeck, Reecia; Derickson, Kate; & Bonds, Anne (2017). Feminist political economy in geography: Why now, what is different, and what for? *Geoforum*, 79, 1-4.

Week 7 (10/20): Geographies of (De)colonialism

- Ybarra, Megan. (2018). *Green wars: conservation and decolonization in the Maya forest*. Univ of California Press. [Library]
- Pulido, Laura. (2018). Geographies of race and ethnicity III: Settler colonialism and nonnative people of color. *Progress in Human Geography*, 42(2), 309-318.
- De Leeuw, Sarah, & Hunt, Sarah. (2018). Unsettling decolonizing geographies. *Geography Compass*, 12(7), e12376.

Further Reading:

- Simpson, Audra. (2014). *Mohawk interruptus: Political life across the borders of settler states*. Duke University Press.
- Coulthard, Glen Sean. (2014). *Red skin, white masks: Rejecting the colonial politics of recognition*. U of Minnesota Press.
- Palmer, Meredith Alberta. (2020). Rendering settler sovereign landscapes: Race and property in the Empire State. *Environment and Planning D: Society and Space*, 0263775820922233.
- Daigle, Michelle, & Ramirez, Margaret Marietta. (2019). Decolonial geographies. *Keywords in radical geography: Antipode at 50*, 78-84.

- De Leeuw, Sarah. (2016). Tender grounds: Intimate visceral violence and British Columbia's colonial geographies. *Political geography*, 52, 14-23.
- Wainwright, Joel, & Bryan, Joe. (2009). Cartography, territory, property: postcolonial reflections on indigenous counter-mapping in Nicaragua and Belize. *cultural geographies*, 16(2), 153-178.

Week 8 (10/27): Producing Space: Territory, Nation, State

- Anderson, Benedict. (2006[1983]). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Preface & Introduction (pp. xi-8), Chapter 3 (pp. 37-46), Chapter 10 (pp. 163-186). [Library]
- Brenner, Neil, & Elden, Stuart. (2009). Henri Lefebvre on state, space, territory. *International Political Sociology*, 3(4), 353-377.
- Coronil, Fernando. (1999). *The Magical State: Nature, Money, and Modernity in Venezuela*. Chicago: University of Chicago Press. Introduction & Part 1 (pp. 1-119).
- Goswami, Manu. (2004). *Producing India: From colonial economy to national space*. Chicago: University of Chicago Press. Introduction & Chapter 1 (pp. 1-72).

Further Reading:

- Chatterjee, Partha. (1986). *Nationalist thought and the colonial world: a derivative discourse?* Oakland: Zed Books.
- Lefebvre, Henri. (1991). "Plan of the Present Work." Chapter 1 of *The Production of Space*. New York: Blackwell.
- Goswami, Manu. (2002). Rethinking the modular nation form: toward a sociohistorical conception of nationalism. *Comparative Studies in Society and History*, 44(4), 770-799.
- Ross, Kristen. (1996). *Fast cars, clean bodies: Decolonization and the reordering of French culture*. MIT press.

Week 9 (11/3): Spatializing Subjectivities

- Saldanha, Arun. (2007). *Psychedelic White: Goa Trance and the Viscosity of Race*. Minneapolis: University of Minnesota Press. [Library]
- Foucault, Michel. (2003[1982]) "The Subject and Power." In *The Essential Foucault*, edited by Paul Rabinow & Nikolas Rose. New York: The New Press, pp. 126-144.
- Butler, Judith. (2011[1993]). *Bodies that Matter: On the Discursive Limits of Sex*. New York: Routledge. Preface, Introduction, Chapter 1 (pp. viii-27).

Further Reading:

- Sultana, Farhana. (2009). Fluid lives: subjectivities, gender and water in rural Bangladesh. *Gender, Place and Culture*, 16(4), 427-444.
- Mountz, Allison. (2018). Political geography III: Bodies. *Progress in Human Geography*, 42(5), 759-769.
- Brown, Jacqueline Nassy. (2009). *Dropping anchor, setting sail: Geographies of race in Black Liverpool*. Princeton University Press.
- Stoler, Ann Laura. (1995). *Race and the education of desire: Foucault's history of sexuality and the colonial order of things*. Duke University Press.

*****MIDTERM ANNOTATED BIBLIOGRAPHY DUE 9AM MONDAY, NOV 8TH*****

Week 10 (11/10): Nature-Society Geog I: Political Ecology & Critical Physical Geography

- Carney, Judith A. (2009). *Black rice: the African origins of rice cultivation in the Americas*. Harvard University Press. [Library]
- Watts, Michael. (2005). Petro-violence: Community, extraction, and political ecology of a mythic commodity. *Violent environments*, 189-212.

- Lave, Rebecca, Wilson, M. W., Barron, E. S., Biermann, C., Carey, M. A., Duvall, C. S., ... & Pain, R. (2014). Intervention: Critical physical geography. *The Canadian Geographer/Le Géographe canadien*, 58(1), 1-10.

Further Reading

- Robbins, Paul. (2011). *Political ecology: A critical introduction* (Vol. 16). John Wiley & Sons.
- Mollett, Sharlene, & Faria, Caroline. (2013). Messing with gender in feminist political ecology. *Geoforum*, 45, 116-125.
- Heynen, Nik.
 - (2014). Urban political ecology I: The urban century. *Progress in Human Geography*, 38(4), 598–604.
 - (2016). Urban political ecology II: The abolitionist century. *Progress in Human Geography*, 40(6), 839–845.
 - (2018). Urban political ecology III: The feminist and queer century. *Progress in Human Geography*, 42(3), 446–452.

Week 11 (11/17): Nature-Society Geog II: Vital & Material Natures

- Lyons, Kristina M. (2020). *Vital Decomposition: Soil Practitioners & Life Politics*. Durham: Duke University Press. [Library]
- Bakker, Karen, & Bridge, Gavin. (2006). Material worlds? Resource geographies and the matter of nature. *Progress in human geography*, 30(1), 5-27.
- Bakker, Karen, & Bridge, Gavin. (2021). Material worlds redux: Mobilizing materiality within critical resource geography. In *The Routledge Handbook of Critical Resource Geography*, edited by Matthew Himley, Elizabeth Havice, & Gabriela Valdivia. New York: Routledge.
- Mitchell, Timothy. (2002). “Can the mosquito speak?” Chapter 1 of *Rule of experts: Egypt, techno-politics, modernity*, 19-53. Berkeley: UC Press.

Further Reading

- Barry, Andrew. (2013). *Material politics: Disputes along the pipeline*. John Wiley & Sons.
- Mitchell, Timothy. (2011). *Carbon democracy: Political power in the age of oil*. Verso Books.
- Braun, Bruce, Whatmore, Sarah J., & Stengers, Isabelle. (2010). *Political matter: Technoscience, democracy, and public life*. U of Minnesota Press.

NOTE: NO CLASS ON 11/24 [Thanksgiving Break]. We are supposed to have a makeup class on Monday, 11/29, but given the impossibility of having two grad seminars in one week, I've decided to simply cancel it. You can use the time to work on your independent research/annotated bibliography.

Week 12 (12/1): Infrastructural Geographies

- Weizman, Eyal. (2012). *Hollow land: Israel's architecture of occupation*. New York: Verso books.
- LaDuke, W., & Cowen, D. (2020). Beyond wiindigo infrastructure. *South Atlantic Quarterly*, 119(2), 243-268.
- Wakefield, Stephanie. (2020). Making nature into infrastructure: The construction of oysters as a risk management solution in New York City. *Environment and Planning E: Nature and Space*. 3(3):761-785.

Further Reading:

- Cowen, Deborah. (2019). Following the infrastructures of empire: Notes on cities, settler colonialism, and method. *Urban Geography*, 1-18.
- Furlong, Kathryn. (2020). Geographies of infrastructure 1: Economies. *Progress in Human Geography*. 44(3):572-582.
- Ramakrishnan K, O'Reilly K, Budds J. (2020). Between decay and repair: Embodied experiences of infrastructure's materiality. *Environment and Planning E: Nature and Space*.
- Anand, N., Gupta, A., & Appel, H. (Eds.). (2018). *The promise of infrastructure*. Duke University Press.

Week 13 (12/8): Global Geographies

- Buck-Morss, S. (2009). *Hegel, Haiti, and universal history*. University of Pittsburgh Press. [Library]
- Lowe, Lisa. (2015). *The Intimacies of Four Continents*. Durham: Duke UP. Chapter 1 (pp. 1-41). [Library]

Further Reading:

- Tsing, Anna L. (2011). *Friction: An ethnography of global connection*. Princeton University Press.
- Freidberg, Susanne. (2001). On the trail of the global green bean: methodological considerations in multi-site ethnography. *Global Networks*, 1(4), 353-368.

***** FINAL ANNOTATED BIBLIOGRAPHY DUE MONDAY, DECEMBER 20th, at 9AM *****