

GEO 5934-07
Critical Geographies (Part One)
Fall 2015, Bellamy 317
Formally Scheduled for Tues, 2:30-5:00pm

Instructor: Dr. Joseph Pierce
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Office Hours: Thursday, 1-2:30, or by appointment
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Course Description

This seminar explores critical traditions within the discipline of geography. We will pay some attention to the historical trajectory of critical thought in the discipline, but more to the diversity of contemporary understandings of what it means to engage in critical geographical research and theory. In particular, we will examine key threads within geography, comparing and contrasting their approaches. The goal of the semester is for students to be able to position themselves as critical (or, alternatively, non-critical) geographers and be well-positioned to further expand their readings in particular areas of interest knowledgably and productively.

Our readings will include both theoretical and empirical pieces, but this is not a praxis course *per se*; praxis builds on theory and so this course is intended to prepare you to ask your own theoretical questions which are grounded in particular empirical problems.

Note that this course is adjacent to another course, *Critical Geographies (Part Two)*, which continues by covering additional scholars and perspectives. *This* course is focused primarily on Marxist, early Poststructural, Feminist, Queer, and Post-Political perspectives within the discipline of geography. We will read a mix of geographers as well as certain key theoreticians whose work has guided the trajectory of geography to date.

Our two guiding questions will be:

- 1) What is critique, and how can that be geographical?**
- 2) How is the project of critique pursued by different geographic subcommunities, and to what ends?**

Prerequisites and Fulfillment of Requirements

There are no specific prerequisites for this course. It is a graduate-level seminar, and students should expect to be called upon for graduate-level writing, presentation, and discussion.

Required Readings

There is no textbook for this course. Readings (articles and excerpts) will be made available via Blackboard. Each week we will address 3-7 core readings (depending on length). Some weeks, additional optional relevant readings will also be made available. While it may seem redundant to state here, all participants are expected to read all required readings each week and be prepared to comment on them, regardless of whether or not they are “presenting” that work.

Assignments and Grading

There are two major assignments in this course (defined below), which, along with class participation, define your grade. All written assignments should use the following page format: 12 point Times New Roman, double spaced, 1 inch margins, ragged right, with a left-justified, single-spaced bold heading that includes the assignment name (e.g., “Midterm Paper”), date turned in, and your name on the first line, with the title of the piece on the second (overflowing to a third if necessary). Textual formatting (citations, bibliography, abbreviations, etc.) should follow the style guide of the *Annals of the Association of American Geographers*, available online (except as appropriate for the final paper, see below). All writing should be treated as a formal, serious product.

Midterm paper: Students should produce a midterm paper of roughly 9 pages plus references that attempts to compare and integrate readings from the first half of the semester.

20% of grade

Final paper: Students should produce a final paper of that aspires to “publication quality” targeting the academic journal of their choice. We will discuss this paper in more detail as we move forward, but the primary goal is to *situate* a problem in the critical geographical literature and *propose* how bringing some of the different threads we’ve examined help to move that problem forward. Note that this paper will require reviewing literature beyond the syllabus, because there is no currently cutting-edge (and thus publication-appropriate) topic which is adequately covered only by our readings in class.

35% of grade

Class Participation: Students will be expected to extensively participate in class discussion during each session. Students will rotate preparing summary presentations for particular articles, but all students should carefully read and be prepared to respond to the text of every article assigned. I’ll be keeping track of quality/quantity of participation.

45% of grade

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:

93 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 one week* of the grade made available to students; you are responsible for keeping up with your grades as they are posted to the course website or made available (e.g., graded and ready to be returned in class). *Your absence from class does not postpone this clock under any circumstances.*

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)
sdrc@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 Critical Geographies

Each week we meet once. You are expected to have read all of the assigned material before the class session; any written assignments are due *before* the session begins unless otherwise noted.

Readings listed in grey (as here) are typically supplementary, and will be discussed in class as they approach.

Authors are listed in smallcaps (AS HERE) if they are part of the social science canon.

Week One: Introduction

(Week of Aug 24)

Key Questions: Goals for the course. Very brief history of critical geography as orientation.

Introduction to key language.

Reminders about key trajectories on the critical wing of the discipline.

COURSE SECTION: Marx, Capitalism, & the City

Week Two: MARX and the Pre-geographers

(Week of Aug 31)

Readings:

- Marx in his own words (Capitalism)
 - Karl Marx and Frederick Engels, *The Communist Manifesto* (1848) [light reading]
 - Marx, *Capital Vol 1*, Part Two (Chaps 4, 5, 6). [reading 1-3 will help, but not required]
- GRAMSCI (Ideology)
 - Riley, DJ. 2011. Hegemony and Democracy in Gramsci's Prison Notebooks.
 - Jessop, B. 2005. Gramsci as a Spatial Theorist.
- ALTHUSSER (Ideology)
 - Althusser, L. 1969 [trans]. *For Marx*.
 - Althusser. (1970). Philosophy as a Revolutionary Weapon. *L'Unita*, 1–9.
 - Poster, M. (1974). Althusser on history without man. *Political Theory*, 2(4), 393–409.
 - Ricoeur, P. (2006). Althusser's Theory of Ideology (in *Althusser: A Critical Reader*, Elliott), 15.a

Week Three: The Classic Male Marxist (Urban) Geographers

(Week of Sept 7)

Readings:

- HARVEY (Capitalism is Spatial)

- Harvey, D. (1978). The Urban Process Under Capitalism: a framework for analysis, 14.
- Harvey, D. (1996). Possible Urban Worlds, in *Justice, Nature & the Geography of Difference*, 19.
- Smith (Capitalism is Urban)
 - Smith, N. (1985). *Uneven Development*, Chaps 3, 4.
 - Smith, N. (1979). Toward a theory of gentrification a back to the city movement by capital, not people. *Journal of the American Planning Association*, 45(4), 538–548.
- Soja (Capitalism is Urban) [Also, he thinks he’s postmodern]
 - Soja, E. W. (1980). The Socio-spatial Dialectic, 70(2), 207–225.
 - Soja, E. (2007). Soja, Putting Cities First, 1–5.
 - Soja, E. (2010). Spatializing the urban, Part I. *City*, 14(6), 629–635.
- Logan and Molotch (The Urban Growth Machine) [Pretty much Marxist]
 - Logan, J., & Molotch, H. (1987). The City as a Growth Machine, from *Urban Fortunes: The Political Economy of Place*, 40.

Week Four: From LEFEBVRE...

(Week of Sept 14)

Readings:

- *The Right to the City*
 - Harvey, D. (2003). The right to the city. *International Journal of Urban and Regional Research*.
 - Marcuse, P. (2009). From critical urban theory to the right to the city. *City*, 13(2), 185–197.
- *The Production of Space*
 - Merrifield, A. (1993). Place and Space: A Lefebvrian Reconciliation. *Transactions of the Institute of British Geographers*.
 - Christian Borch (2002) Interview with Edward W. Soja: Thirdspace, Postmetropolis, and Social Theory, *Distinktion: Scandinavian Journal of Social Theory*, 3:1, 113-120
 - Pierce and Martin. 2015. Placing Lefebvre. *Antipode*. [You can read it now, or you can read it later in the syllabus.]
- Lefebvre, H. (1996). The Urban in Question (Interview), (Writings on Cities: Henri Lefebvre), 8.
- Stefan Kipfer, Kanishka Goonewardena, Christian Schmid, and Richard Milgrom. 2008. On the production of Henri Lefebvre. Introduction, *Space, Difference, Everyday Life: Reading Henri Lefebvre*.
- Kipfer, S., Saberi, P., & Wieditz, T. (2013). Henri Lefebvre Debates and controversies. *Progress in Human Geography*, 37(1), 115–134.

Week Five: “Post-Marxist” Urban Theory

(Week of Sept 21)

Readings:

- LACLAU and MOUFFE. 1985. Hegemony and Socialist Strategy: Towards a Radical Democratic Politics. [Book is about 200 pages.]
- Laclau, E., & Mouffe, C. (1987). Post-Marxism without apologies. *New Left Review*.
- Jones, A. (1999). Dialectics and difference: against Harvey's dialectical 'post-Marxism'. *Progress in Human Geography*, 23(4), 529–555.
- Mouffe, C. (1999). Deliberative democracy or agonistic pluralism? *Social Research*.
- Laclau, E. (2006). Ideology and post-Marxism. *Journal of Political Ideologies*, 1–12.

COURSE SECTION: Critiques of White Men with Power (...but not of their Northern biases or foci)

Week Six: DERRIDA, Poststructural Critique, & Deconstruction (in Geography)

(Week of Sept 28)

Readings:

- Jay, G. (1987). Values and Deconstructions: Derrida, SAUSSURE, Marx. *Cultural Critique*.
- Agger, B. (1991). Critical theory, poststructuralism, postmodernism: Their sociological relevance. *Annual Review of Sociology*, 17, 105–131.
- Barnes, T. J., & Curry, M. R. (1992). Postmodernism in economic geography: metaphor and the construction of alterity. *Environment and Planning D: Society and Space*, 10(1), 57–68.
- Derrida. (1994). Introduction: Injunctions of Marx. *Spectres of Marx (Book)*, 1–61.
- Fuller, D. (1999). Part of the action, or 'going native'? Learning to cope with the “politics of integration.” *Area*, 221–227.
- Pickles, J. (2001). Development “Deferred”: Poststructuralism, Postdevelopment, and the Defense of Critical Modernism. *Economic Geography*.
- LATOUR, B. (2004). Why has critique run out of steam? From matters of fact to matters of concern. *Critical Inquiry*.

Week Seven: FOUCAULT, The Panopticon, & Power in Geography

(Week of Oct 5)

Readings:

- Chaps: **Intro, 1, 2, 7, 8, 9, 10, 11, 12, 19, 20, Space, Knowledge, Power, Elden and Crampton, eds., Ashgate. 2015. That is all. (~125pps.)**

Week Eight: Critical Feminist Geographies

(Week of Oct 12)

Readings:

- Massey, D. (1991). Flexible Sexism. *Environment and Planning D: Society and Space*, 9, 27.

- Massey, D. (1995). Masculinity, Dualisms and High Technology. *Transactions of the Institute of British Geographers*.
- Wright, M. (2001). Feminine Villains, Masculine Heroes, and the Reproduction of Ciudad Juarez. *Social Text*, 19(4), 21.
- Secor, A. J. (2002). The Veil and Urban Space in Istanbul: women's dress, mobility and Islamic knowledge. *Gender, Place and Culture: a Journal of Feminist Geography*, 9(1), 5–22.
- Day, K., Stump, C., & Carreon, D. (2003). Confrontation and loss of control: Masculinity and men's fear in public space. *Journal of Environmental Psychology*, 23(3), 311–322. [http://doi.org/10.1016/S0272-4944\(03\)00024-0](http://doi.org/10.1016/S0272-4944(03)00024-0)

Week Nine: Queer Geographies

(Week of Oct 19)

Readings:

- BUTLER, J. (1993). The Lesbian Phallus and the Morphological Imaginary, in *Bodies that Matter: On the Discursive Limits of "Sex."*
- Knopp, L., & Brown, M. (2003). Queer diffusions. *Environment and Planning D*.
- Plummer, K. (2005). Critical Humanism and Queer Theory: Living with the Tensions, 1–17.
- Lim J (2007) Queer critique and the politics of affect in Brown K, Lim J and Brown G eds *Geographies of sexualities: theory, practices and politics* Ashgate, Aldershot 53–68
- Stein, A. (2008). Feminism's Sexual Problem: Comment on Andersen. *Gender & Society*.
- Hubbard, P., & Wilkinson, E. (2014). Welcoming the World? Hospitality, Homonationalism, and the London 2012 Olympics. *Antipode*, 47(3), 598–615.
- Ritchie, J. (2014). Pinkwashing, Homonationalism, and Israel-Palestine: The Conceits of Queer Theory and the Politics of the Ordinary. *Antipode*, 47(3), 616–634.

Due: Midterm papers.

COURSE SECTION: Some Contemporary Critical Themes in Geography

Week Ten: ...to Place

(Week of Oct 26)

Readings:

- Massey, D. (1991). A Global Sense of Place. *Marxism Today*, 5.
- Martin, D. (2003). "Place-Framing" as Place-Making: Constituting a Neighborhood for Organizing and Activism. *Annals*.
- Gibson-Graham, J. (2004). Area studies after poststructuralism. *Environment and Planning A*.

- Massey. 2005. *For Space*. Sage. [This book was assigned in *Thought*; don't be afraid of it. Skim for themes, focus on the place chapter.]
- Pierce, Martin, and Murphy 2011. Relational place-making: the networked politics of place. *Trans Inst Br Geogr* NS 36 54–70.
- Elwood, S., Lawson, V., & Nowak, S. (2015). Middle-Class Poverty Politics: Making Place, Making People. *Annals of the Association of American Geographers*, 105(1), 123–143.
- Poppe, W., & Young, D. (2015). The Politics of Place: Place-making versus Densification in Toronto's Tower Neighbourhoods. *International Journal of Urban and Regional Research*
- Pierce and Martin (2015). Placing Lefebvre. *Antipode*. [you already read it, maybe, in the week on Lefebvre. Now you need to.]

Week Eleven: Diverse and/or Alternative Economies

(Week of Nov 2)

Readings:

- JK Gibson-Graham, 1996, *The End of Capitalism (As We Knew It): A Feminist Critique of Political Economy*, Oxford UK and Cambridge USA: Blackwell Publishers, 299pp.
 - – OR --
- JK Gibson-Graham, 2006, *A Postcapitalist Politics*, Minneapolis: University of Minnesota Press. 360pp
- J. K. Gibson-Graham. (1993) Waiting for the Revolution, or How to Smash Capitalism while Working at Home in Your Spare Time. in *Rethinking Marxism* 6(2) pp. 10–24.
- Wright, S. (2010). Cultivating Beyond-Capitalist Economies. *Economic Geography*.
- Gibson-Graham, J.K., Cameron, J. & Healy, S., 2013, *Take Back the Economy: An Ethical Guide for Transforming our Communities*. Minneapolis: University of Minnesota Press.

Week Twelve: LACAN and ZIZEK: Psychoanalytic Theory in Geography

(Week of Nov 9)

Readings:

- Zizek. (2004). The Parallax View. *New Left Review*, 1–14.
- Zizek, S. 2006. *How to Read Lacan*. Norton and Co., New York. [excerpts, to be discussed]
- Vighi, F., & Feldner, H. (2007). Ideology Critique or Discourse Analysis?: Zizek against Foucault. *European Journal of Political Theory*, 1–20.
- Davidson, M. (2010). Sustainability as ideological praxis: The acting out of planning's master-signifier. *City: Analysis of Urban Trends, Culture, Theory, Policy, Action*, 14(4), 390–405.

Week Thirteen:, RANCIERE, DELEUZE, GUATTARI, [Laclau? Mouffe?] & The Post-Political

(Week of Nov 16)

Readings:

- Deleuze and Guattari, 1987 [1980]. Excerpts from *A Thousand Plateaus*. pps 1-25, 351-515.
- Lattas A 1991. PRIMITIVISM IN DELEUZE AND GUATTARI'S "A THOUSAND PLATEAUS" *Social Analysis: The International Journal of Social and Cultural Practice* No. 30, 98-115
- Jacques Rancière. "Ten Thesis on Politics." in: *Theory & Event*. Vol. 5, No. 3, 2001. (English).
- Mould, O. (2009). Parkour, the city, the event. *Environment and Planning D: Society and Space*, 27(4), 738–750.
- Swyngedouw, E. (2010). Apocalypse Forever? Post-political Populism and the Spectre of Climate Change. *Theory, Culture & Society*, 27(2-3), 213–232.
- Purcell, M. (2014). Rancière and revolution. *Space and Polity*, 18(2), 168–181.

Week Fourteen: The Communist Hypothesis

(Week of Nov 23)

Readings:

- Horkheimer, T. and ADORNO, M. (2010[1956]). Towards a New Manifesto? *New Left Review*, 1–30.
- Castree, N. (1999). Envisioning Capitalism: Geography and the Renewal of Marxian Political Economy. *Transactions of the Institute of British Geographers*, 24(2), 137–158.
- Badiou, A. (2008). Communist Hypothesis. *New Left Review*.
- Swyngedouw, E. (2010). The Communist Hypothesis and Revolutionary Capitalisms: Exploring the Idea of Communist Geographies for the Twenty-first Century. *Antipode*.

Week Fifteen: Framing the Discussion (Apr 18)

(Week of Nov 30)

Readings:

- Will be generated by the class (instructions to follow).

Due: Final papers.