

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are proposing to add GE status in the area of Diversity: Global Studies to this course.

What is the rationale for the proposed change(s)?

The course is already a GE course in the Social Sciences. Given its focus on global geopolitics, it is also appropriate for the Global Studies topic.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None of which we are aware.

Is approval of the request contingent upon the approval of other course or curricular program request? No

General Information

Course Bulletin Listing/Subject Area	Geography
Fiscal Unit/Academic Org	Geography - D0733
College/Academic Group	Social And Behavioral Sciences
Level/Career	Undergraduate
Course Number/Catalog	3601
Course Title	Global Politics and the Modern Geopolitical Imagination
Transcript Abbreviation	Geopolitics
Course Description	Explores the neglected, rich, and contested tradition of geopolitics, defined as geographical assumptions that structure knowledge and practice of world politics; covers the 19th-21st centuries.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for qtr. crs. GEOG 465

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0701
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted 465 Global Politics and the Modern Geopolitical Imagination

Requirement/Elective Designation

General Education course:
Organizations and Politics; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

*General Education course:
Organizations and Politics
The course is an elective (for this or other units) or is a service course for other units*

Course Details

Course goals or learning objectives/outcomes

- Content Topic List
- Geopolitical theories
 - Social Darwinism, Imperialism, Nazism, Cold War, Core-Periphery Relations
 - Postmodern, postcolonial, post-Marxist, feminist approaches
 - Contemporary geopolitical issues
 - Global environmental security, resource conflict, terrorism
 - Contemporary counter-geopolitical movements

Attachments

- 3601-syll.docx
(Syllabus. Owner: Mansfield,Becky Kate)
- 3601-GE.docx
(GEC Model Curriculum Compliance Stmt. Owner: Mansfield,Becky Kate)
- 3601-Assessment.docx
(GEC Course Assessment Plan. Owner: Mansfield,Becky Kate)

Comments

COURSE CHANGE REQUEST
3601 - Status: PENDING

Last Updated: Haddad,Deborah Moore
02/08/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mansfield,Becky Kate	02/08/2012 12:19 PM	Submitted for Approval
Approved	Mansfield,Becky Kate	02/08/2012 12:28 PM	Unit Approval
Approved	Haddad,Deborah Moore	02/08/2012 01:54 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	02/08/2012 01:54 PM	ASCCAO Approval

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**GEOGRAPHY 3601: GLOBAL POLITICS AND THE MODERN GEOPOLITICAL
IMAGINATION**
Semester X 20XX (3 credits)

Instructor: Professor M. Coleman
Office: 1156 Derby Hall
Office Hours: TBA
Class hours: Tuesday and Thursday, 80 minute periods
Class location: Derby Hall XXXX
Email: coleman.373@osu.edu (Please put "Geography 3601" in subject line)
Office Tel: (614) 292-9686

Students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should contact me as soon as possible in the quarter to discuss your requirements. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Rationale

International Relations (IR) is commonly understood as the disciplinary home for research on war and conflict. This was not always the case. In the first half of the 20th century, geographers were at the forefront of peace and conflict studies, albeit under the banner of "geopolitics" rather than "foreign policy studies". This changed dramatically after WWII, as a result of geographers' attempts to distance themselves from Nazi *geopolitik*. Although a small group of scholars maintained an interest in geopolitics during the 1950s and 1960s, it was not until the late 1970s and early 1980s that the discipline returned publicly to geopolitical research and teaching.

In an effort to explore this generally neglected, rich and highly contested tradition of geopolitical research, this course will survey key geopolitical thinkers and theories in Geography over the past 150 years. Several themes will be emphasized, including: a)

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geopolitics as the strategic visualization of global space, which we will refer to as “the modern geopolitical imagination”; b) the gradual displacement of the state as the basic unit of geopolitical analysis; c) the political, economic and social context of the geopolitics theory industry; d) the general transformation of geopolitics from a handmaiden of the state to a more critical form; and e) similarities and differences between geographical research on geopolitics and past and current research in IR.

We will cover a range of geopolitical theories, touching on: social Darwinism, imperial geopolitics, Nazi geopolitics, Cold War geopolitics, core-periphery relations, Marxist geopolitics in France and the US after 1968, dependency theory in Latin America, as well as more recent postmodern, post-colonial, post-Marxist and feminist approaches. As a complement to our exploration of the state-of-the-art field of “critical geopolitics”, we will explore a host of contemporary geopolitical issues regarding global environmental security, resource conflict, popular geopolitical media (i.e. film and cartoons), migration, finance, terrorism, urban warfare, oil and US geostrategy, the rise of China on the world stage, and border control. We will also look in detail at the geopolitical thought of perhaps the two most important contemporary counter-geopolitical movements, of very different origin but similarly conceived in opposition to US grand strategy: the Zapatistas and *al-Qaeda*.

In addition to students majoring in Geography, Political Science, History and Comparative Studies, this course will be of central interest to students enrolled in the Security and Intelligence, International Relations and Diplomacy, and World Economy and Business specializations of the International Studies major. No background in Geography is expected or required.

General Education Fulfillment

Geography 3601 will fulfill the Social Sciences GEC “Organization and Politics” sub-categorization:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics.

In this class we will question the geopolitical sciences by looking at how particular geopolitical thinkers, representative of particular periods of geopolitical theorization, make sense of the world via often extra-scientific methods, rules, and postulates about conflict, membership, identity, power, politics, culture, and space. Particular attention will be given to the important role played by geopoliticians’ “visualization of global space”. By this is meant geopoliticians’ cartographic framing of the world as literally a picture – an ordered, structured, and densely interconnected global totality, ostensibly separate from the person who is representing the world as such, and often colored by broad claims about “dangerous” and “safe” places and peoples. We will examine how this tactic of global visualization displaces the realities of geopolitical violence by virtue of its reduction of actually “lived spaces” to abstract, timeless, depopulated, and “civilizational” spaces, i.e. the “Iron Curtain”, the “West”, the “South”, etc.

In order to problematize geopoliticians’ visualization of global space, we will emphasize how particular geopolitical theories, often presented as objective, empiricist, and disinterested, on closer examination reflect the geostrategic interests of very specific sets of actors, i.e. states, cities, organizations, firms, individuals, etc. We will refer to this

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as the politics of geopolitical science. At a more abstract level, we will consider how metatheoretical claims about how the world works (i.e. ontology) structures the acquisition, validation, and transmission of knowledge (i.e. epistemology) for particular schools of geopolitical thought at particular historical conjunctures.

2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

In this class we will focus specifically on the intersection between geopolitical theories in the abstract and geopolitical conflict in the concrete. We will scrutinize the historical-geographical formation of geopolitical theories as well as how particular geopolitical theories have been taken up by elites of statecraft in the context of states' (and other organizations') actual geostrategic practices.

In the first instance, students will approach geopolitical theory as an "embedded" knowledge-making practice which reflects the particularities of both time and place. Differences between geopolitical theories will be explained by looking to the very specific social, political, and economic circumstances conditioning their emergence and formalization. For example, late 19th century British geopolitical theory will be examined in the context of Britain's imperial decline; likewise, the turn away from scholarly geopolitics in the US after WW2 will be explored as a product of Geography's fateful association with Nazi thought in the 1930s and 1940s. More recently, the revival of geopolitical thought in Geography in the post-Cold War world will be tied to the scholarly emergence of "globalization" as an object of inquiry, which shares the latter's "visualization of global space" (see above).

In the second instance, students will be exposed to geopolitical thought as powerful insofar as it guides statecraft as well as structures actually-existing social, political, and economic differences and inequalities. In other words, students will be encouraged to think of theory not simply as an abstract exercise but as having feedback effects on geopolitical practice. This will be accomplished through the case studies identified in the lecture outlines below.

Explicit consideration will be given to the way in which context-dependent geopolitical thought is de-contextualized and rendered as durable extra-historical and extra-geographical "truths" which then structure the conduct of inter-state and intra-state conflict.

3. Students develop abilities to comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

By focusing in the latter half of the course on critical, postcolonial, radical, and in particular feminist geopolitical thought, we will ask to what extent traditional as well as mainstream geopolitical theories solve or reproduce the geostrategic dilemmas they set out ostensibly to solve. Emphasis will be placed on the naturalization of race, class, gender, sexuality, and other social differences in mainstream geopolitical theory, and the production of social, political, and economic strife and inequalities through the enactment of such theories via the actual practice of statecraft. By introducing students to alternate (and frequently marginalized) theorizations of geopolitics, this course will help students

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understand how geopolitics is a contestable social product, rather than an objective and strategic response to an already and always conflict prone world economy.

Geography 3601 also fulfills the “Diversity: International Issues” GEC:

- 1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples, and cultures outside the US.**

In this class we will explore a range of geopolitical theories developed outside the US, and how they have been imported back into the US or reinterpreted in the US context. The majority of these will deal with European (French and German) theories developed during the heyday of classical imperialism. However, we will review in detail dependency theory as developed in the Latin American and Canadian contexts in relation to US hemispheric predominance. We will also examine Bruce Lawrence's controversial Message to the World: The Statements of Osama bin Laden (London: Verso 2005) as well as Gloria Muñoz Ramírez's The Fire and the Word: A History of the Zapatista Movement (San Francisco: City Lights Books 2008). Although al Qaeda and the Zapatista movement are radically different organizations with radically different aims and motivations, they are both identified as adversaries in US geopolitical practice. By reading these collections of essays and interviews, students will be given the opportunity to assess US foreign policy from the outside; the goal is to turn the geopolitical lens back on the US to explore the reception of US geostrategy globally, as well as the formulation of strategies in response to it.

- 2. Students are able to describe, analyze, and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin, and religion as they relate to international/global institutions, issues, cultures and citizenship.**

In this class students will systematically examine the role of area studies to geopolitical practice. Area studies was developed in North America and Europe in the aftermath of WW2 in order to document the diverse social and cultural values and practices in the world beyond these two continents. Because area studies is most developed in the US context, students will explore in detail the relationship between area studies and US geostrategy during the Cold War and post-Cold War periods. Specifically, students will be encouraged to think about how area studies research, despite its nominal interest to destabilize Western-centric social science, deploys knowledge about race, gender, class, ethnicity and religion to “other” populations who are also at once populations of military interest to the US. Particular attention will be given to the strategic role played by the geographical and anthropological sciences in the wars in Iraq and Afghanistan. Overall, students will be prompted to engage critically with categories of diversity and difference as elaborated and standardized in North American and European social sciences.

- 3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

By reading and writing critically about diverse geopolitical events and concepts, students will be invited to recognize as well as challenge dominant tropes about dangers and

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threat in the global political economy. As a result, students will be urged to “think outside the box” about contemporary geopolitical problems.

Course website

The course syllabus, announcements, readings, notes, exam review guides and other useful resources will be available at www.carmen.osu.edu. Log in using your OSU Internet User Name and Password and then select Geography 3601 from the list of courses for which you are currently enrolled. It is recommended that you regularly check the web site for updates and news.

If you have problems logging in, you are responsible for contacting Carmen and gaining access to the class website.

Course textbook

Gearóid Ó Tuathail, Simon Dalby and Paul Routledge (eds.) *The Geopolitics Reader* (London: Routledge, 2006).

Grading scale

A 93-100	C- 70-72.9
A- 90-92.9	D+ 67-69.9
B+ 87-89.9	D 60-66.9
B 83-86.9	E 0-59.9
B- 80-82.9	EN Too many absences to permit a passing grade
C+ 77-79.9	
C 73-76.9	

Course grade

Grade item	Details	Weight
Surprise quizzes	Best 5 of 6	25% (4 @ 5% each)
Written commentaries	3 assignments	45%
Midterm exam	In class, Lecture 14	15%
Final exam	During exam period	15%

Details re written commentaries

The 3 page written assignments will include: a full bibliography as well as proper in text citation, an additional 2 citations (not contained in the syllabus) retrieved through the OSU library system, no more than 1 page of succinct and accurate summary of the text in question, and 1-2 pages of creative critique/engagement/reactions.

Class protocols

This will be a rewarding and engaging class, but before we get started please read the following protocols which hold, without exception, for all enrolled students. These are designed to make your learning experience more enjoyable. I take teaching very seriously, and I want you to take learning equally so.

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Collegiality in the classroom requires that you **turn off your cell phone**.

I will post a condensed version of the **lecture slides** at the end of every week. This does not mean that you are free to miss class. I will present examples and details in class that will *not appear* on the lecture slides. If you miss a class, it is highly recommended that you get a full set of notes from one of your colleagues. The exams are designed explicitly for students who attend class regularly.

Come and see me in **office hours**. I will be more than happy to answer questions and go over class material. If you cannot make posted hours, arrange an alternative appointment by email.

Academic integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) (oaa.osu.edu/coam/home.html) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the COAM. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal. If you have any questions about this policy or what constitutes academic misconduct in this course, please contact me.

Weekly lectures

Lecture 1	Maps, Meaning, Geopolitics: an Introduction to the Politics of Visualizing Global Space <u>Reading:</u> Denis Cosgrove (2008), "Geography and Vision" in <i>Geography and Vision</i> (available on class website); Thomas P. M. Barnett, <i>The Pentagon's New Map</i> (2003) [Chapter 19 in Ó Tuathail et al 2006]
Lecture 2	Orientalism and Geopolitics

	<p><u>Reading</u>: Edward Said (1984), <i>Orientalism Reconsidered</i> [Chapter 29 in Ó Tuathail et al 2006]</p>
<p>Lecture 3</p>	<p>Men Climbing Mountains: Sir Halford Mackinder, Imperial Anxiety and the Problem of “Global Closure”</p> <p><u>Reading</u>: Halford J. Mackinder (1904), <i>The Geographical Pivot of History</i> [Chapter 1 in Ó Tuathail et al 2006]</p>
<p>Lecture 4</p>	<p>Mackinder Today</p> <p><u>Website</u>: http://www.mackinderforum.org/</p> <p><u>Discussion group</u>:</p> <p>Robert Kaplan, “The Revenge of Geography”, <i>Foreign Policy</i> (May/June 2009).</p> <p>“Revenge of the Geographers”: Critiques of Kaplan by Gearóid Ó Tuathail, John Morrissey, Simon Dalby, Christian Caryl, David Polansky and Gerry Kearns at http://www.foreignpolicy.com/story/cms.php?story_id=4979&page=0</p> <p>Kaplan’s response at http://www.foreignpolicy.com/story/cms.php?story_id=4979&page=7</p> <p>Please listen: http://www.bbc.co.uk/iplayer/episode/b00n4fpk/Sunday_Feature_Heartland_Theory/ (BBC Sunday Feature on Halford Mackinder’s legacy in German and US geopolitics, Oct 4th 2009, 57 minutes)</p>
<p>Lecture 5</p>	<p>Library research skills class w/ Mary Scott, Geology, Geography and Map Librarian at Ohio State (prep for written assignments)</p> <p>Written assignment #1: DUE IN CLASS AT THE BEGINNING OF LECTURE 7</p> <p>So far in the class we have discussed various geopolitical thinkers’ <i>strategic visualization of global space</i> in terms of a gradually unfolding “modern geopolitical imagination”. Does the phrase “modern geopolitical imagination” overstate the similarities and underplay the differences in the geopolitical literatures we have reviewed so far? Or is there something relatively consistent across these approaches that deserve their typification as “modern”? Answer this question with respect to 2 or more geopolitical thinkers/theorists.</p> <p>Write in clear and complete sentences. Organize your thoughts into clearly differentiated paragraphs. 500 word response required. This essay must be typed and stapled. Put the exact word count at the bottom of your document.</p>

<p>Lecture 6</p>	<p>Empire and Imperialism: the Geographical Extension of State Sovereignty</p> <p><u>Reading:</u> Michael Ignatieff (2003), <i>The American Empire: the Burden</i> [Chapter 20 in Ó Tuathail et al 2006]</p>
<p>Lecture 7</p>	<p>Race, Space, and National Socialism: German Geopolitics and Geography</p> <p><u>Reading:</u> Karl Haushofer (1942), <i>Why Geopolitik?</i> [Chapter 3 in Ó Tuathail et al 2006]; Karl Haushofer (1948), <i>Defense of German Geopolitics</i> [Chapter 6 in Ó Tuathail et al 2006]</p>
<p>Lecture 8</p>	<p>American Lebensraum? Isaiah Bowman and US Geoeconomics in 1919 and 1945</p> <p><u>Reading:</u> Isaiah Bowman (1948), <i>Geography Versus Geopolitics</i> [Chapter 5 in Ó Tuathail et al 2006]</p>
<p>Lecture 9</p>	<p>The Nazi <i>Realpolitik</i> Hangover: Hans Morgenthau and Cold War Geopolitics</p> <p><u>Reading:</u> Harry Truman (1947), <i>The Truman Doctrine</i> [Chapter 7 in Ó Tuathail et al 2006]; George F. Kennan (1947), <i>The Sources of Soviet Conduct</i> [Chapter 8 in Ó Tuathail et al 2006]; Andrei Zhdanov (1947), <i>Soviet Policy and World Politics</i> [Chapter 9 in Ó Tuathail et al 2006], Leonid Brezhnev (1968), <i>The Brezhnev Doctrine</i> [Chapter 11 in Ó Tuathail et al 2006]</p>
<p>Lecture 10</p>	<p>Discussion Group: Science and the State: Area Studies during the Cold War</p> <p><u>Discussion group:</u> Tim Mitchell, <i>The Middle East in the Past and Future of Social Science in The Politics of Knowledge: Area Studies and the Disciplines</i> (Los Angeles: University of California Press 2006), 74-118.</p> <p>Written assignment #2: DUE IN CLASS AT THE BEGINNING OF LECTURE 12</p> <p>In our discussion class we examined in detail the relationship between area studies and US geostrategy during the Cold War and post-Cold War periods. Given this critique, to what extent is a “progressive” area studies research agenda possible? Be sure to reference sources cited during our earlier lecture on orientalism and geopolitics.</p> <p>Write in clear and complete sentences. Organize your thoughts into clearly differentiated paragraphs. 500 word response required. This essay must be typed and stapled. Put the exact word count at the bottom of your document.</p>

Lecture 11	<p>Geodesy and Missiles: Earth Sciences at Ohio State during the Cold War</p> <p><u>Discussion group</u>: John Cloud, Crossing the Olenangy River: the Figure of the Earth and the Military-Industrial-Academic Complex, 1947-1972. <i>Studies in History and Philosophy of Modern Physics</i> 31(3), 371-404.</p>
Lecture 12	<p>La Géopolitique de la Gauche: French Geopolitics after 1968</p> <p><u>Reading</u>: N/A</p>
Lecture 13	<p>Vietnam</p> <p><u>Video and discussion</u>: PBS' <i>Vietnam: A Television History</i> at http://www.pbs.org/wgbh/amex/vietnam/</p>
Lecture 14	<p>Neoconservatism, the Second Cold War and "Critical Geopolitics" in the US</p> <p><u>Reading</u>: Gearóid Ó Tuathail and John Agnew (1992), Geopolitics and Discourse: Practical Geopolitical Reasoning in America [Chapter 12 in Ó Tuathail et al 2006]; Committee on the Present Danger (1984), Common Sense and the Common Danger [Chapter 13 in Ó Tuathail et al 2006]</p>
Lecture 15	<p>Midterm examination</p>
Lecture 16	<p>The End of the Cold War and the Birth of Green Security: Population Growth and Conflict</p> <p><u>Reading</u>: Robert D. Kaplan (1994), The Coming Anarchy [Chapter 22 in Ó Tuathail et al 2006]; Simon Dalby (1996), Reading Robert Kaplan's "Coming Anarchy" [Chapter 23 in Ó Tuathail et al 2006]; Samuel P. Huntington (1993), The Clash of Civilizations? [Chapter 16 in Ó Tuathail et al 2006]; Edward Said (2001), The Clash of Ignorance [Chapter 17 in Ó Tuathail et al 2006]</p>
Lecture 17	<p>Geopolitics of Energy: China, Iraq, Iran and US "Oil Power" after 9/11</p> <p><u>Reading</u>: Philippe Le Billon (2004), The Geopolitical Economy of Resource Wars [Chapter 24 in Ó Tuathail et al 2006]; Michael Renner (2003), Oil and Blood: the Way to Take Over the World [Chapter 26 in Ó Tuathail et al 2006]; Michael T. Klare (2004), No Escape from Dependency [Chapter 25 in Ó Tuathail et al 2006]</p>
Lecture 18	<p>Geopolitics of Global Climate Change</p> <p><u>Reading</u>: TBA</p>

Lecture 19	<p>Feminist Geopolitics, Scale and Everyday Violence</p> <p><u>Reading:</u> Jennifer Hyndman (2003), Beyond Either/Or: A Feminist Analysis of September 11th [Chapter 35 in Ó Tuathail et al 2006]</p>
Lecture 20	<p>Urban Geopolitics</p> <p><u>Reading:</u> Derek Gregory (2004), “Barbed Boundaries” and “Defiled Cities” in <i>The Colonial Present</i> (available on class website)</p>
Lecture 21	<p>Immigration, Mobility and the War on Terror</p> <p><u>Reading:</u> Liette Gilbert, “Immigration as Local Politics: Re-bordering Immigration and Multiculturalism through Deterrence and Incapacitation”, <i>International Journal of Urban and Rural Research</i> 33(1) (2009), pp. 26-42 (available on class website).</p>
Lecture 22	<p>The US Campaigns in Afghanistan and Iraq: Terror and the Ongoing Relevance of Territory</p> <p><u>Reading:</u> N/A</p>
Lecture 23	<p>Postmodern Geopolitics: the Shifting Geographies of War</p> <p><u>Discussion group:</u></p> <p>Tim Luke and Gearóid Ó Tuathail (1998). “Global Flowmations, Local Fundamentalisms, and Fast Geopolitics – America in an Accelerating World Order” in Andrew Herod, Gearóid Ó Tuathail and Susan Roberts (eds.) <i>Unruly World – Globalization, Governance and Geography</i> (London: Routledge), pp. 72-94.</p> <p>Mary Kaldor (2002). “Beyond Militarism, Arms Races and Arms Control”. Essay on the Social Science Research Council “After September 11” website @ http://www.ssrc.org/sept11/essays/kaldor.htm</p> <p>Dorothy Denning (2002). “Is Cyber Terror Next?” Essay on the Social Science Research Council “After September 11” website @ http://www.ssrc.org/sept11/essays/denning.htm</p>
Lecture 24	<p>Using Geography to Kill? Geographic Information Science (GIS) and the Hunt for bin Laden</p> <p><u>Discussion group:</u></p> <p>Richard A Beck, “Remote Sensing and GIS as Counterterrorism Tools in the Afghanistan War: A Case Study of the Zhawar Kili Region”, <i>Professional Geographer</i> 55(1) (2003), pp. 170-179.</p> <p>John O’Loughlin, “The War on Terrorism, Academic Publication Norms</p>

	<p>and Replication”, <i>Professional Geographer</i> 57(4) (2005), pp. 588-591.</p> <p>Jack Shroder, “Remote Sensing and GIS as Counterterrorism Tools in the Afghanistan War: Reality, Plus the Results of Media Hyperbole”, <i>Professional Geographer</i> 57(4) (2005), pp. 592-597.</p> <p>Richard A Beck, “Reply to Commentaries by O’Loughlin and Shroder”, <i>Professional Geographer</i> 57(4) (2005), pp. 598-608.</p> <p><u>Guest discussant</u>: Professor Daniel Sui, Department of Geography, Ohio State</p>
Lecture 25	<p>Reversing the lens: Wikileaks</p> <p><u>Video-based discussion materials</u>:</p> <p><i>Wikirebels</i> (Sveriges Television, Sweden, 2010)</p>
Lecture 26	<p>Reversing the Lens: the Zapatistas Movement</p> <p><u>Reading</u>: Excerpts from Gloria Muñoz Ramírez, <i>The Fire and the Word: A History of the Zapatista Movement</i> (San Francisco: City Lights Books 2008).</p>
Lecture 27	<p>Reversing the Lens: Al Qaeda</p> <p><u>Reading</u>: Excerpts from Bruce Lawrence, <i>Message to the World: The Statements of Osama bin Laden</i> (London: Verso 2005).</p> <p>Written assignment #3: DUE IN CLASS AT THE BEGINNING OF THE FINAL EXAM PERIOD</p> <p>During this lecture and the prior lecture we examined in detail non-Western geopolitical narratives which identify the US as a source of danger. Although al Qaeda and the Zapatista movement are radically different organizations with radically different aims and motivations, choose one group and write about how US geostrategic narratives are disrupted by these competing geopolitical narratives. Are there any similarities between the non-Western and US geopolitical narratives?</p> <p>Write in clear and complete sentences. Organize your thoughts into clearly differentiated paragraphs. 500 word response required. This essay must be typed and stapled. Put the exact word count at the bottom of your document.</p>
Lecture 28	<p>The Modern Geopolitical Imagination: Major Themes Review</p>
FINAL EXAM	<p>MONTH/DAY/YEAR</p>

Geography 3601: GLOBAL POLITICS AND THE MODERN GEOPOLITICAL IMAGINATION

This course already has GE status in Social Science: Organizations and Politics.

We are applying for GE status as a Global Studies course. We are following the ELOs for Diversity: International Issues, as is currently available on the ASC curriculum office website.

Adherence to Social Science General Education Curriculum General Learning Outcomes

According to the GEC Program Learning Goals and Objectives the expected outcomes for the “Diversity: International Issues” GEC component are:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples, and cultures outside the US.
2. Students are able to describe, analyze, and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin, and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

1. How does Geography 3601 address the GEC category expected learning outcomes above?

By virtue of its review of major geopolitical theories and events from across the globe, Geography 3601 will also serve as an introduction to principal political, economic, cultural, social, and philosophical differences in or among the world's nations, peoples and cultures outside the US. However, Geography 3601 will also teach students to be wary of easy catalogues of global difference and diversity. Geography 3601 will do this by systematically exploring the role of “area studies” to geopolitical practice. Area studies was developed in North America and Europe in the aftermath of WW2 in order to document the diverse social and cultural values and practices in the world beyond these two continents. Because area studies is most developed in the US context, students enrolled in Geography 3601 will explore in detail the relationship between area studies and US geostrategy during the Cold War and post-Cold War periods. Specifically, students will be encouraged to think about how area studies research, despite its nominal interest to destabilize Western-centric social science, deploys knowledge about race, gender, class, ethnicity and religion to “other” populations who are also at once populations of military interest to the US. Particular attention will be given to the strategic role played by the geographical and anthropological sciences in the wars in Iraq and Afghanistan. Geography 3601 will also prompt students to think about whether or not a more progressive area studies agenda might be developed that works against US military strategies. Overall, students will be prompted to engage critically with

categories of diversity and difference as elaborated and standardized in North American and European social sciences.

2. How do the readings assigned in Geography 3601 address the GEC category expected learning outcomes above?

Students will read on the topic of area studies (see point 1 above) and partake in a discussion group on the reading. See lecture 10 in the syllabus.

Geography 3601 will expose students to a variety of geopolitical readings from beyond the US. Much of this reading will be from European (principally French and German) geopoliticians, and will explore the ways in which these theories have been reinterpreted in the US context. We will also review in detail dependency theory as developed in the Latin American and Canadian contexts in relation to US hemispheric predominance. However, students enrolled in Geography 3601 will engage in a variety of much more challenging readings too. For example, students will be assigned excerpts from Bruce Lawrence's controversial *Message to the World: The Statements of Osama bin Laden* (London: Verso 2005) as well as Gloria Muñoz Ramírez's *The Fire and the Word: A History of the Zapatista Movement* (San Francisco: City Lights Books 2008). Although al Qaeda and the Zapatista movement are radically different organizations with radically different aims and motivations, they are both identified as adversaries in US geopolitical practice. By reading these collections of essays and interviews, students enrolled in Geography 3601 will be given the opportunity to assess US foreign policy from the outside; the goal is to turn the geopolitical lens back on the US to explore the reception of US geostrategy globally, as well as the formulation of strategies in response to it.

3. How do the written assignments completed in Geography 3601 address the GEC category expected learning outcomes above?

Students enrolled in Geography 3601 must complete 3 written assignments in order to receive their grade. Two of the 3 assignments deal directly with the "diversity" topics addressed above Discussion groups around both topics above. The two written assignments are an important component of Geography 3601. The second written assignment (Lecture 10) will press students to evaluate the role of area studies in relation to US geostrategy, as well as the critique generated in class. The third written assignment (Lecture 27) will ask students to evaluate the al Qaeda and Zapatista readings done in the class discussion group.

Geography 3601: GLOBAL POLITICS AND THE MODERN GEOPOLITICAL IMAGINATION

Course assessment plan

As developed in consultation with the Undergraduate Studies Committee in the Department of Geography, Geography 3601 will be reviewed and assessed through the following mechanisms:

1. Quantitative student SEI evaluation
2. Embedded testing in both the midterm and final exams

Item 2 will consist of standardized questions on the midterm and final exams which will allow for comparisons in learning outcomes to be made across classes

Items 1 and 2 will be maintained on file in the department so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the department to address any major concerns or drift from the established goals and standards. The embedded questions will be critically reviewed by the Undergraduate Studies Committee every third time the course is taught.

This review will provide an assessment of how well the GEC goals of the course are being met through time, and if the results are consistent independent of specific instructors. If the results suggest that the GEC learning objectives are not being clearly communicated through course content, the instructor will undertake substantial revision of readings, lecture content, and discussion in class. If the data primarily indicate neutrality or that GEC material is being adequately covered in class, the instructor will still make minor adjustments to readings and lecture content.