

Political Geography

Course code: IRS 250

Term and year: Fall 2021

Day and time: Thursdays, 14:45 – 17:30

Instructor: Robert Warren, M.A.

Instructor contact: robert.warren@aauni.edu

Consultation hours: Thursdays, 17:30 – 18:30 (or via email / Microsoft Teams)

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	TOEFL iBT 71
Contact hours	42 hours	Course type	Bachelor Required/Elective

1. Course Description

This course will examine the ever-evolving relationships between space, people and power – or territory, nation and state. Over the past 350 years the territorial nation-state has become the dominant actor in world politics. The development of this role, specifically looking at the origins of the state and the concept of territorial right, will be central to the course. We will continue by examining the geographies of state expansionism and imperialism, the challenges of inter-state relations from a geopolitical perspective, and more recently, looking into the impact of non-state actors and supra-national institutions on state sovereignty. Understanding issues of hegemony, identity, locality, boundary and how global space is perceived will be fundamental in our analysis.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Understand the history of ideas related to and general foundations of the field of political geography
- Be able to define the concept of a state and describe how states came about
- Think critically about how states interact in the international community
- Note the other non-state groups now acting in global politics and give examples of how they interact with the power of governments
- Explain how globalization and economics have changed the international order
- Draw conclusions about the political, economic and social aspects of international relations from a geographical perspective

3. Reading Material

Required Texts (*selected chapters on NEO*):

1. *A Companion to Political Geography*, (2007) edited by John Agnew, Katharyne Mitchell and Gerard Toal (LIB)
2. *A History of the World in Twelve Maps* (2012) by Jerry Brotton
3. *A Political Theory of Territory* (2015) by Margret Moore
4. *Borderlines & Borderlands: Political Oddities at the Edge of the Nation-State* (2010) edited by Alexander Diener & Joshua Hagen
5. *Geopolitics: Re-visioning World Politics* (1998) by John Agnew (LIB)
6. *Guns, Germs, and Steel: The Fates of Human Societies* (1997) by Jared Diamond
7. *Key Concepts in Political Geography*, (2009) by Carolyn Gallaher, Carl T. Dahlman, Mary Gilmartin, Alison Mountz & Peter Shirlow (LIB)
8. *Making Political Geography* (2nd Ed.)(2012) by John Agnew and Luca Muscara
9. *Political Geography: World-economy, Nation-state and Locality,*' (2011) by Peter J. Taylor & Colin Flint (LIB)
10. *The Revenge of Geography* (2012) by Robert Kaplan
11. *The Wiley Blackwell Companion to Political Geography*, (2017) by John Agnew, Virginia Mamadouh, Anna Secor & Joanna Sharp (LIB)
12. *World Order* (2014) by Henry Kissinger

Required Documentaries (links on NEO):

1. *Guns, Germs & Steel* (Pts. 1 & 2) (National Geographic) (2013)
2. *How a Border Transformed a Subcontinent – India-Pakistan* (Vox) (2019)
3. *Empire: Making a Fortune* (Ep. IV) (Jeremy Paxman, BBC) (2014)
4. *How the Europeans Divided Africa* (Ep. VI: The Magnificent African Cake) (Basil Davidson, Channel 4) (1984)
5. *Africa: States of Independence* (Al Jazeera English) (2010)
6. *War in the Central African Republic* (Vice News) (2014)
7. *Tamil Tigers: Terrorists or Freedom Fighters* (SRI News) (2015)
8. *Sri Lankan War Crimes* (Channel 4) (2015)
9. *Independence & the Iraqi Kurds* (Al Jazeera World) (2019)

10. *The Horrors of the Hidden War: Inside the Tigray Conflict in Ethiopia* (Channel 4) (2021)
11. *Promises & Betrayals: Britain and the Holy Land* (Timeline) (2017)
12. *The Ultra Zionists* (Louis Theroux – BBC) (2011)
13. *Netanyahu at War* (PBS: Frontline) (2020)
14. *Gaza, Hamas and the New Middle East* (Al Jazeera) (2020)

4. Teaching methodology

The course will be taught over one semester, running 2 hours and 45 minutes a week for 14 classes. There will be two formal exams (mid-term and final), an in-class presentation, and one research paper to be submitted.

The course material will be transmitted in the form of in-class lectures, assigned readings, documentary film, in-class discussions and student presentations.

5. Course Schedule

Date	Class Agenda
Class One: September 2 nd	<p>Topic: <u>Introductory Lecture: The Geography of Civilization</u></p> <p>Description:</p> <ol style="list-style-type: none"> 1) Course overview, methods of evaluation, defining terminology 2) A history of the development of civilization from a geographical, ecological and climactic perspective. <p>Readings:</p> <ul style="list-style-type: none"> - Diamond, Ch. Prologue (pp. 13-33) - Ibid., Ch. 2 (pp. 53-67) - Ibid., Ch. 5 (pp. 93-104) - Ibid., Ch. 9 (pp. 157-156) - Harari, Ch 1 (pp. 10-22) <p>Documentaries (on NEO):</p> <ul style="list-style-type: none"> - <i>Guns, Germs, & Steel</i> (Pts. 1 & 2) (youtube.com) <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> - Complete readings for next week's quiz
Class Two: September 9 th	<p>Topic: <u>Early State Formation: Surplus, War & Stratified Society</u></p> <p>Description: Using a series of contemporary theories, this class examines the primary factors that contributed to the emergence of early forms of societal development and political organization.</p> <p>Readings:</p>

	<ul style="list-style-type: none"> - Carneiro, Robert. L, "A Theory of the Origin of the State," American Association for the Advancement of Science, Vol. 169, No. 3947, August 21st 1970, pp. 733–738 - Sidky, M. H., "Irrigation and State Formation in Hunza," Central Asiatic Journal, Vol. 39, No. 2, 1995, pp. 246–269 - Spenser, Charles, "Territorial Expansion and Primary State Formation," National Academy of Sciences, Vol. 107, No. 16, April 20th 2010, pp. 7119–7126 - Tilly, Charles, "War Making and State Making as Organized Crime," Cambridge University Press, 1985 <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> - Complete readings for quiz in next class
Class Three: September 16 th	<p>Topic: <u>Modern State Formation: Territory, Sovereignty & Nation</u></p> <p>Description: An examination into the Enlightenment political thought and historical machinations that lead to the development of the modern territorial nation-state.</p> <p>Readings:</p> <ul style="list-style-type: none"> - Agnew, Mamadouh, Ch. 6 (pp. 61-72) - Gallaher, Dahlman, Ch. 1 & 2 (pp. 19-40) - Kissinger, Ch. 1 (pp. 20-41) - Taylor & Flint, Ch. 4, (pp. 115-124) <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> - Complete readings for next week's quiz
Class Four: September 23 rd	<p>Topic: <u>Borders & Boundaries: Lines of Separation and Interaction</u></p> <p>Description: Examining the fundamental concept of division and its impact on policy and people from both a micro and macro perspective</p> <p>Readings:</p> <ul style="list-style-type: none"> - Agnew, Toal, Ch. 9 (pp. 123-135) - Ibid., Ch. 20 (302-313) - Agnew, Mamadouh, Ch. 2 (pp. 13-22) - Gallaher, Dahlman, Ch. 17 (pp. 198-209) - Kaplan, Ch. Preface, "Frontiers" (pp. 1-22) <p>Documentaries (on NEO):</p> <ul style="list-style-type: none"> - <i>How a Border Transformed a Subcontinent – India-Pakistan</i> (Vox) (2019) <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> - Complete readings for quiz in next class
Class Five: September 30 th	<p>Topic: <u>The Geography of Nationalism: Liberator & Oppressor</u></p> <p>Description: The impact location has on national identity and the emergence of state nationalism in 19th century Europe</p> <p>Readings:</p> <ul style="list-style-type: none"> - Agnew, Mamadouh, Ch. 22 (pp. 297-310) - Agnew, Muscara, Ch. 4 (pp.155-7)

	<ul style="list-style-type: none"> - Agnew, Toal, Ch. 19 (pp. 289-301) - Gallaher, Dahlman, Ch. 23 (pp. 277-287) - Taylor & Flint, Ch. 5 (pp. 156-174) <p>Assignments/deadlines:</p> <ol style="list-style-type: none"> 1) Complete readings for quiz in next class 2) Prepare topic for final paper (via email) 3) Prepare for midterm exam
Class Six: October 7 th	<p>Topic: <u>MID-TERM EXAM</u></p> <p>Description: Based on all classes and readings up to this point of the semester. The exam will be in the form of multiple-choice questions and short essays.</p> <p>Readings: N/A</p> <p>Assignments/deadlines: N/A</p>
Class Seven: October 14 th	<p>Topic: <u>Imperialist Narratives: The Geographies of European Expansionism</u></p> <p>Description: An examination into the economic, political and geographic implications of the European colonial era, as well as the current economic and political realities of the post-colonial world.</p> <p>Readings:</p> <ul style="list-style-type: none"> - Agnew, Mamadouh, Ch. 24 (pp. 324-335) - Agnew, Toal, Ch. 12 (pp. 173-185) - Gallaher, Dahlman, Gilmartin, Mountz, Ch. 9 (pp. 115-123) <p>Documentaries (on NEO):</p> <ul style="list-style-type: none"> - <i>Empire: Making a Fortune</i>, Ep. 4 (BBC) (youtube.com) - <i>Africa: The Magnificent Africa Cake</i>, Ep. 6 (Basil Davidson) (youtube.com) - <i>Africa: States of Independence</i> (Al Jazeera) (youtube.com) <p>Assignments/deadlines:</p> <ol style="list-style-type: none"> 1) Complete readings for quiz in next class 2) Start researching for presentations (April 20th & 27th)
Class Eight: October 21 st	<p>Topic: <u>Geopolitics: Origins of the Sub-discipline</u></p> <p>Description: A history of geopolitical theory; from the founders of the late 19th century, to the study's tarnished reputation in 1930s Germany</p> <p>Readings:</p> <ul style="list-style-type: none"> - Agnew, Toal, Ch. 13 (pp. 187-202) - Gallaher, Dahlman, Ch. 7 (pp. 87-98) - Kaplan, Chs. 5, 6, 7 (pp. 79-113) - Taylor & Flint, Ch. Prologue, (pp. 1-9) <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> - Complete readings for next week's quiz
October 25 th -29 th	MIDTERM BREAK
Class Nine: November 4 th	<p>Topic: <u>Hegemony: Paths to Global Dominance</u></p>

	<p>Description: An examination of the history of hegemonic power; from the colonial empires of the Portuguese, Dutch and British, to the post-1945 emergence of US hegemony to its position in the 21st century. What does it take to become a hegemon, and who will be next?</p> <p>Readings:</p> <ul style="list-style-type: none"> - Agnew, Mamadouh, Ch. 17 (pp. 220-234) - Gallaher, Dahlman, Ch. 13 (pp. 152-163) - Kissinger, Ch. 6 (pp. 212-228) - Ibid., Ch. 7 (pp. 234-239) - Taylor & Flint, Ch. 2 (pp. 66-73) <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> - Complete readings for quiz in next class
Class Ten: November 11 th	<p>Topic: <u>Student Presentations Pt. 1</u></p> <p>Description: Students will present an 8-10 minute case study applying a selected theory from the course readings</p> <p>Readings: N/A</p> <p>Assignments/deadlines: N/A</p>
Class Eleven: November 18 th	<p>Topic: <u>Student Presentations Pt. 2</u></p> <p>Description: Students will present an 8-10 minute case study applying a selected theory from the course readings</p> <p>Readings: N/A</p> <p>Assignments/deadlines: N/A</p>
Class Twelve: November 25 th	<p>Topic: <u>Post-Colonial Constructs: The Challenges of Emerging Nations</u></p> <p>Description: To provide an understanding of the term 'post-colonial' from several perspectives, followed by an analysis of the political, social, and economic challenges post-colonial nation-states face. A case study of Sri Lanka (once Ceylon) will be provided to help underline notable post-colonial pitfalls.</p> <p>Readings:</p> <ul style="list-style-type: none"> - Agnew, Mamadouh, Secor & Sharp, Ch. 19 (pp. 248-264) - Gallaher, Dahlman, Gilmartin, Mountz, Ch. 25 (pp. 299-307) - Said, Edward, Ch. Introduction (pp.9-36) <p>Documentaries (on NEO):</p> <ul style="list-style-type: none"> - <i>War in the Central African Republic</i> (Vice News) (2014) - <i>Tamil Tigers: Terrorists or Freedom Fighters</i> (SRI News) (2015) - <i>Sri Lankan War Crimes</i> (Channel 4) (2015) <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> - Complete readings for quiz in next class
Class Thirteen: December 2 nd	<p>Topic: <u>Territorial Disputes: Claims, Conflicts and Resolutions</u></p> <p>Description: Using a series of real-life case studies, the concept of territorial right will be analyzed, looking at issues such as, historical imperative, territorial integrity and effective control</p>

	<p>Readings:</p> <ul style="list-style-type: none"> - Agnew, Mamadouh, Ch. 8 (pp. 86-99) - Agnew, Muscara, Ch. 2 (pp. 35-53) - Gallaher, Dahlman, Ch. 18 (pp. 210-221) - Moore, Ch. 6.1 (pp. 112-128) <p>Documentaries (on NEO):</p> <ul style="list-style-type: none"> - <i>Independence & the Iraqi Kurds</i> (Al Jazeera World) (2019) - <i>Promises & Betrayals: Britain and the Holy Land</i> (Timeline) (2017) - <i>Netanyahu at War</i> (PBS: Frontline) (2020) - <i>Believers: Haredim Jews of Israel</i> (Reza Aslan, CNN) (2019) <p>Assignments/deadlines:</p> <ol style="list-style-type: none"> 1) Complete readings for quiz in next class 2) Prepare for final exam
Class Fourteen: December 9 th	<p>Topic: <u>FINAL EXAM</u></p> <p>Description: Based on all classes and readings from the whole course. The exam will be in the form of multiple-choice questions and short essays.</p> <p>Reading: N/A</p> <p>Assignments/deadlines: N/A</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade (%)	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Weekly seminars (participation)	30	15	Ability to demonstrate comprehension of prescribed readings	2
Presentation	25	15	Students will be graded on: level of understanding on chosen topic, structure and flow of presentation, argumentation and ability to respond to audience questions	2
Mid-term exam	25	15	Ability to demonstrate an understanding of course material with sufficiently detailed answers	1

Final exam	30	25	Ability to demonstrate an understanding of course material with sufficiently detailed answers	1
Research paper	40	30	Ability to research and write an essay on a set question that is persuasive and logically structured, using evidence from related course material and relevant academic sources	1
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

[Weekly oral quizzes + seminar]:

Task: Students will be given an online quiz (NEO) each week on the previous week's readings, to be completed before class. Quizzing takes approximately 30 minutes and is aimed at making sure students are up to speed on the previous week's topics. Each following class will then begin with a 45-minute introductory seminar where the quiz answers are revealed and discussed in open-class. *(Note: readings are done after classes have been taught, not before; For example, the readings for class three are done after class three has been taught. The quiz on class three's readings will be in the class four introductory seminar.) This is designed in such a way to help students make better sense of the readings by having prior knowledge of the subject.*

Assessment breakdown

Assessed area	Percentage
Understanding of subjects (Evidence of completion of readings)	50
Quality of answers (Application of information)	30
Student engagement during seminars	20

[Presentation]:

Task: Students will present an 8-10-minute presentation on a topic of their choosing (list on NEO). Depending on the size of the class, students will present by themselves or in pairs.

In case of online teaching:

Presentations must be recorded and submitted via Microsoft Teams. All presentations will be available for students to watch online, but for the in-class sessions the instructor will select a handful of presentations to screen for further analysis and discussion. Microsoft Power Point and Google Slides are preferred, although other programs/websites may be used as long the lecturer is informed in advance (and is able to view them). Presentation viewing and discussions will take place on: November 11th and 18th, all final presentation submissions must be made by November 5th.

Assessment breakdown

Assessed area	Percentage
Understanding of subject	35
Quality of research	25
Structure and flow	20
Stage presence / audience interest	10
Ability to answer questions from audience	10

[Mid-term & Final exams]:

Task: Both exams will consist of writing two essays. In order to accommodate remote learners, both exams will be open-book, meaning students may use resources (class notes or online resources) if they want to help them. (Sources must be cited.) For the mid-term exam students will be given two hours to write two short essays (app. 400-600 words each), choosing from six possible essay topics; topics from classes one through five.

For the final exam students will be given three hours to again write two essays (app. 500-700 words each), again choosing from 6 possible topics, which will range from across the entire semester. Students will be given a three-hour time-window on NEO stating the exam start and finish time – all answers must be submitted by the time stated. As the exams are both open-book, students will be graded on not only their ability to state facts and theories, but to provide examples, use ideas, and apply information with a more critical approach. The mid-term will be on October 7th and the final on December 9th 2021 by midnight Prague time (CET).

Assessment breakdown

Assessed area	Percentage
Understanding of subject	30
Coherence of argumentation	20
Application of knowledge	30
Quality of written structure	20

[Research paper]:

Task: The research paper must be academic in structure and argumentation, with a clear thesis and evidence backing up claims. It must be 2500 words in length (10% over or under), and must be double-spaced. All sources must be cited using

Chicago format. Papers must be submitted on NEO via Turnitin assignment by midnight, on Thursday, December 16th 2021 by midnight Prague time (CET)

Assessment breakdown

Assessed area	Percentage
Understanding of subject	30
Method of argumentation	30
Quality of research / evidence of wider reading	20
Quality of written structure	20

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the exam or assignment will be failed and the student will be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the Dean. The Dean may initiate a disciplinary

procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:

<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.