

GGR 452 - Space Power Geography - Winter 2020

Class: Wednesdays 12-2pm Room OI 5250
Office hours: Wednesdays 2-4 or by appointment, Room 5063
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Course description

Our understanding of space and power has shifted radically in the past half century. Space no longer implies only regions, nations or territory; power is not simply a question of domination, control, or forms of political representation.

Space and power are intricately related. This course explores a shift in our ways of thinking about space and power, focusing specifically on the works of Michel Foucault and Gilles Deleuze. Through the works of Deleuze and Foucault, students are introduced to a variety of ways that space and power are organized and contested.

Learning objectives

- To develop skills to engage with difficult texts
 - To appreciate the ways that theory, philosophy, and worldviews describe, shape, enable and constrain real world possibilities. To understand the power of theory for changing our thinking.
 - To become familiar with some of the key concepts of Foucault and Deleuze and understand what they offer and why they are significant, especially their concepts of space and power.
 - To begin to apply conceptual ideas to life problems.
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Seminar Approach

This course is designed as a lecture/seminar course. I will lecture each week and then you will take turns leading discussion on the course material. The course is designed to help you succeed at this format but will require ongoing investment and engagement in the materials.

This is the format that much of graduate learning takes. It is also more like the 'real world' where you are actively responsible for your own learning. It can be very fun and productive.

Coursework and grading

Weekly reading reflections (25%)

For 8/12 weeks (weeks 2-5 and 7-10) you must complete a reflection on the weeks' readings (Approximately 300-500 words). This can take the form of identifying key learning, asking basic or critical questions, or thinking about implications. These must be posted to the appropriate weeks discussion thread on Quercus by 5pm the day before class.

Leading seminar discussion (15%)

For one week (weeks 2-5 and 7-10) you will work in pairs/groups to lead a class discussion. This will include following seminar prep guidelines and using your classmates' reflections to help lead the discussion. Weeks will be assigned/chosen in the first class.

Mid term quiz: (20%) February 12

This quiz will cover concepts we have addressed in the readings as well as lecture material (not all issues will be covered in the readings -- I will cover additional material in the lectures). In week 5 I will provide a list of possible questions. The Quiz will be a subset of those questions.

Participation and In Class Activities (10%)

Grade based on attendance, listening and participation in class and activities. Because this is a seminar course and your presence or absence affects your classmates, attendance is important and will be recorded.

Final paper (presentation and paper 30%)

Presentation 5% March 25th

Final Paper 25% April 1st

This paper is about applying one or more concepts from the course to a real world problem. What does the problem look like if we use Foucault or Deleuze's understanding of space, power, knowledge or the body to think about it? The paper should describe the problem, discuss how it relies on certain understandings of space, power or the body and describe how using Foucault or Deleuze's ideas could change or improve our understanding of it.

You will give a 5 minute presentation of your main argument, and field questions from the class, in our "course conference" the week prior to handing in your paper. A single slide (PP or PDF) is due to me via email at midnight the day before the presentation.

The written paper should be 8-10 pages (12 point double spaced, 1 inch margins, excluding bibliography). The paper should follow the Chicago Manual of Style with respect to formatting.

Overall Marking

All assignments will be marked fairly and carefully. However, if you feel that the grade your work has been given is not an accurate reflection of the quality of that work, then you may request a re-appraisal. This request must be made in a written, 1 page statement, and must include your justification for why your work deserves a second look. The original mark could go up or down. That is the risk you take. A better approach would be to ask your questions and seek out the help you need before an assignment is due.

Required texts

All texts and readings are available through the university library and most are linked through Quercus.

Assignment Submission Policy

Weekly reflections are due on the Discussion thread on Quercus **by 5pm the day before class.**

Quizzes and presentations/seminars must be done in class **on the day they are scheduled.**

The Final paper is to be submitted on Quercus **on the day it is due before the start of class.**

Late assignments will be penalized 5% per day unless an arrangement has been made in advance of the deadline (or in the case of documented illness or other extenuating circumstances). Assignments will not be accepted more than 1 week late. Missed Quizzes/presentations require documentation indicating reason for the absence.

Accessibility

I am committed to accessibility in my classroom. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact me and or Accessibility Services as soon as possible: <http://studentlife.utoronto.ca/as>

Where there is an accommodation recommended by Accessibility Services, I will be provided with an accommodation letter.

Course Communication

Please use e-mail judiciously. I will try to reply to e-mail within 48 hours. For questions that will require answers of more than one or two sentences please visit me during my office hours and I will be happy to discuss your question in greater depth.

At times I may send important class e-mail, you are responsible for having a valid UofT e-mail address and for checking it regularly. Also make sure your notification settings in Quercus remain set to 'ON'.

Quercus: This course is using Quercus. There is critical course content posted on this site as well as interactive features. Content includes the syllabus, slides from class lectures, required and extra readings, discussion boards, assignments, and announcements. Please make use of Quercus as it is an essential dimension of this course.

Academic Integrity

Please remember that plagiarism is a serious offense and will be penalized according to the procedures set out in the Arts and Science Calendar. If you have any confusion about use of materials, citations or shared work please ask in advance of possibly committing a serious offence. All cases of plagiarism are required to be reported.

This course uses Turnitin which is integrated into the Quercus online submission process.

“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.”

Weekly Schedule and Readings

January 8th Week One: Introduction

<i>Foucault</i>

Jan 15th Week Two: Power

Foucault (1980) “The Eye of Power,” in Colin Gordon (ed.) *Power/Knowledge Selected Interviews and Other Writings 1972-22*, Pantheon Books: New York 146-156 (pay special attention to 146-152)

Richard A Lynch (2011) "Foucault's Theory of Power," in Dianna Taylor (ed.) *Michel Foucault Key Concepts*, Acumen: Durham UK 13-26.
Foucault (1977) excerpt from "The Panopticon," *Discipline and Punish*, Vintage Books: New York 195-204

January 22nd Week Three: Knowledge

Foucault, M. "Neitzsche, Genealogy, History" in Bouchard (ed.) *Language Counter-Memory, Practice*, Ithaca, Cornell University Press
Foucault **Power/Knowledge** Chapter 6 "Truth and Power" pages 109-133
Crowley, U. (2009) "Genealogy Methods" in Kitchen and Thrift Eds. *International Encyclopaedia of Human Geography*. Elsevier 341-344
Blomley, N. (2017). Land use, planning, and the "difficult character of property". *Planning Theory & Practice*, 18(3), 351-364.

Jan 29th Week Four: The Body/Subject

Foucault (1977) *Discipline and Punish* Excerpts from "Part One: Torture The Body of the Condemned" 3-16 (middle of the page); Part Three: Discipline Section 1. Docile Bodies" 135- 139; "The Art of Distributions" 141- 156 (until 'The organization of geneses')

Punday, D. (2000). Foucault's Body Tropes. *New Literary History*, 31(3), 509-528.

Shelley L. Tremain (2017) Chapter 2 Power and Normalization In *Foucault and Feminist Philosophy of Disability*. University of Michigan Press

February 5th Week Five: Governmentality

Foucault, M. (1991) "Governmentality" in Burchell, G. et al (eds.) *The Foucault Effect*, University of Chicago Press: Chicago 87-104

Lemke, T (2001) the Birth of Biopolitics – Michelle Foucault's lectures at the College of France *Economy and Society* 30(2).

Larner W. (2000) "Neo-liberalism, Policy, Ideology, Governmentality," *Studies in Political Economy*, 63(Autumn): 5-25

Rose, N, Rabinow, P. (2006) Thoughts on the concept of biopower today" *Politica & Trabalho* 22(24) pp 27-57

Hand out Quiz Questions

February 12th Week Six: Midterm Quiz in Class

Deleuze

Feb 19th: READING WEEK

February 26th Week Seven: Body/sensation/becoming

Deleuze, G. (1988) *Spinoza: Practical Philosophy* New York: City Lights.

Ch. 6 Spinoza and Us

- Woodward, K. and J. Lea (2010) "Geographies of Affect" in Smith, S., S. Marston, and JP. Jones (eds.) *Sage Handbook of Social Geographies* London: Sage 154-157
- Stephens, L., Ruddick, S., & Mckeever, P. (2014). Disability and Deleuze: An exploration of becoming and embodiment in children's everyday environments. *Disability and Society*, 21(2), 194-220.

March 4th Week Eight: Posthuman

- Deleuze, G. and F. Guattari (1992) "10: 1730: Becoming -intense, Becoming-Animal, Becoming Imperceptible" excerpt from *A Thousand Plateaus* Continuum: London pp 233-253
- Beaulieu, A, "The Status of Animality in Deleuze's Thought," *Journal for Critical Animal Studies*, Volume IX, 2011(1/2): 69-88
- Haraway, D. (2006). When we have never been human what is to be done: interview with Donna Haraway. *Theory, Culture, and Society*, 23(7-8), 135-158.
- Currier, D. (2003). Feminist technological futures: deleuze and body/technology assemblages *Feminist Theory*, 4(3), 321-338.

March 11th Week Nine: Assemblages

- McGregor Wise, M. (2005) "Assemblages" in Stivale, C. (ed.) *Deleuze Key Concepts*, Montreal-Kingston McGill Queens University Press 77-87
- Legg, S. (2011) "Assemblage/Apparatus: Using Deleuze and Foucault," *Area*, 43(2): 128-133
- Nail, T (2017) "What is an assemblage" *Substance* 46(1)
- Buchanan, I (2015) "Assemblage theory and its discontents" *Deleuze Studies* 9(3)

March 18th Week Ten: Geo-philosophy

- Deleuze, G. and F. Guattari (1997) *A Thousand Plateaus* excerpts from Trees and Rhizomes, The refrain, de and re-territorialization, smooth and striated spaces
- Bonta, M. and J. Protevi (2004) *Deleuze and Geophilosophy* Edinburgh University Press: Edinburgh excerpt from "Towards a geography of complex spaces" 32-43
- Conley, Tom, (2005) "Folds and Folding" Stivale, C. (ed.) *Deleuze Key Concepts*, Montreal-Kingston McGill Queens University Press pp 170 - 181

March 25th Week Eleven: Course Conference: Brief paper presentations

April 1st Week Twelve: What questions remain? Summary Discussion/Class Party

Reading: Return to your favourite/least favourite reading

Final Papers Due before class