



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## **GEOG 6220-301: Seminar in Human Geography: Critical Geopolitics**

**Note:** The information on the site location and hours below is for informational purposes **only**. Out of an abundance of caution, this course will be held online using platforms and methods based on the professor's choice. **Please contact your professor for more information on actual meeting times.** This course will count as face-to-face for students who complete the required assignments and modules.

### **Course Description:**

This course aims to introduce you to the scholarly practices and political potential of an intellectual current called critical geopolitics. Arising out of the intersections of critical and political geography in the mid- to late-1980s, the (sub)field of critical geopolitics doesn't just map out the diplomatic relations distinguishing the international engagements of state actors, as the more classical, realist geopolitics is wont to do. Rather it studies the language and theoretical framework (or epistemologies) with which political geographies are mobilized by a far wider range of social actors. To get a handle on critical geopolitics, we'll consider both written and visual texts that provide insights into the (sub)field's historical emergence, current status, and central themes. In particular, we'll explore what is known as popular geopolitics.

### **Class Dates and Format Information:**

Dates: December 6 – 20, 2020  
Format: Zoom and Online work via Canvas  
Times: Sunday, 8:30 a.m. – 4:30 p.m.; Monday – Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. – 12:30 p.m.  
Last day to enroll or drop without penalty: November 7, 2020

### **Site Director:**

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.  
Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.

Email: [aphickam@ou.edu](mailto:aphickam@ou.edu). Phone: 808-449-6364 (DSN & Commercial).

### **Professor Contact Information:**

Course Professor: Laurel Smith, Ph.D.  
Mailing Address: Department of Geography & Environmental Sustainability  
100 East Boyd St., SEC 538  
University of Oklahoma  
Norman, OK 73019  
Telephone Number: (405) 325-5325  
E-mail Address: [laurel@ou.edu](mailto:laurel@ou.edu)  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### **Instructional Materials:**

Materials posted on the OU Canvas learning management system: Access Canvas at

<https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

### Course Objectives:

1. Distinguish between critical geopolitics and realist (or classical) geopolitics.
2. Facilitate your understanding of the political geographies characterizing our world today, as well as the ways in which key actors politicize some geographical relationships more than others.
3. Demonstrate the importance of including environmental and cultural matters on political maps.
4. Emphasize the political power exercised (or not) by individuals and non-state actors, as illustrated in class materials **and** through one another's experiences.

### Course Outline

#### BEFORE first day of class

- Watch 1-hour video in which instructor introduces class
- Read & view as much of the assigned materials as possible
- Participate in canvas discussion board wherein everyone introduces themselves

#### Day One (Sunday Dec 6): Geopolitics, Representation, and Regionalization

9-11am Hickam time/2-4pm OK time: **Zoom (2 hrs)** – lecture & discussion

11am-2pm Hickam/4-7pm OK: re-watch *The Gringo in Mañanaland* & lunch break

2-4pm Hickam/7-9pm OK: **Zoom (2 hrs)** - share & discuss short clip from *The Gringo in Mañanaland*

- Ó Tuathail, Gearóid (aka: Gerard Toal) (1998 – 20+ years ago!!) Thinking Critically about Geopolitics. In *The Geopolitics Reader*, edited by G. Ó Tuathail, S. Dalby and P. Routledge. New York: Routledge, pp. 1-12.
- Kuus, Merje. (2017) *Critical Geopolitics*. In *Oxford Research Encyclopedia of International Studies*.
- Dittmer, Jason (2010) Preface, Introduction: Popular Culture – Between Propaganda and Entertainment, and Geopolitics: Histories, Discourses, and Mediation. In *Popular Culture, Geopolitics, and Identity*. Boulder: Rowman & Littlefield Publishers, Inc., pp. ix-45.
- Halleck, Dee Dee. (1995) *The Gringo in Mañanaland*. 60-min documentary

#### Day Two (Tuesday Dec 8): Imperialist Geopolitics & Propaganda Maps

##### Canvas discussion and/or assignment related to these readings

- Ó Tuathail, Gearóid (1998) Introduction to Part 1: Imperialist Geopolitics, in *The Geopolitics Reader*, pp. 15-26.
  - Students select ONE of the five short items featured in the “Imperialist Geopolitics” section to read and then report on in relation to the section introduction
- Pickles, John (1992) Texts, Hermeneutics, and Propaganda Maps. In *Writing Worlds: Discourse, Text, and Metaphor in the Representation of Landscape*, edited by Trevor J. Barnes and James S. Duncan. New York: Routledge, pp. 193-230.

#### Day Three (Thursday Dec 10): Cold War Geopolitics

##### Canvas discussion and/or assignment related to these readings

- Ó Tuathail, Gearóid (1998) Introduction to Part 2: Cold War Geopolitics. In *The Geopolitics Reader*, pp. 47-57
  - Students select ONE or TWO of the fourteen items featured in these two sections to read and then report on
- Benz, Obie. (1982) *Americas in Transition*. 30-minute documentary (see also: <http://icarusfilms.com/if-ait>)

## Day Four (Saturday Dec 12): New World Order Geopolitics and Environmental Geopolitics

9-11am Hickam time/2-4pm OK time: **Zoom (2 hrs)** – share & discuss readings from Part 2 in *The Geopolitical Reader*

11am-2pm Hickam/4-7pm OK: watch *When Two Worlds Collide* & lunch break

2-4pm Hickam/7-9pm OK: **Zoom (2 hrs)** – report on & discuss readings *When Two Worlds Collide* from perspective of Environmental Geopolitics

- Ó Tuathail, Gearóid (1998) Introduction to Part 3: New World Order Geopolitics. In *The Geopolitics Reader*, 103-113.
  - Students select ONE or TWO of the fourteen items featured in these two sections to read and then report on
- Dalby, Simon (1998) Introduction to Part 4: Environmental Geopolitics. In *The Geopolitics Reader*, edited by G. Ó Tuathail, S. Dalby and P. Routledge. New York: Routledge, pp. 179-187.
  - Students select ONE of the eight items featured in this section to read and then report on
- Dalby, Simon (2013) Climate Change. *The RUSI Journal* ([Publication of the Royal United Services Institute for Defense and Security Studies](#)) 158(3): 34-43.
- Brandenburg, Heidi and Mathew Orzel (2016) *When Two Worlds Collide* 103-minute documentary.

## Day Five (Tuesday Dec 15): Anti-Geopolitics and end of *The Reader*

### Canvas discussion and/or assignment related to these readings

- Routledge, Paul (1998) Introduction to Part 5: Anti-Geopolitics. In *The Geopolitics Reader*, edited by
- G. Ó Tuathail, S. Dalby and P. Routledge. New York: Routledge, pp. 245-255.
  - Students will be assigned ONE of the eight items featured in this section to read and then report on
- Dalby, Simon (1998) Conclusion: Geopolitics, Knowledge and Power at the End of the Century. In *The Geopolitics Reader*, edited by G. Ó Tuathail, S. Dalby and P. Routledge. New York: Routledge, pp. 305-311.

## Day Six (Thursday Dec 17): Feminist Geopolitics and (Back to) Popular Geopolitics

### Canvas discussion and/or assignment related to these readings & video

- Massaro, Vanessa and Jill Williams (2013) Feminist Geopolitics. *Geography Compass* 7/8: 567-577.
- Tlachinollan Human Rights Center of the Montaña and Chiapas Media Project. (2005) *Eyes on What's Inside: The Militarization of Guerrero*. 35-min documentary
- Koopman, Sarah (2011) Alter-geopolitics: Other securities are happening. *Geoforum* 43:274-284.
- Funnell, Lisa and Klaus Dodds (2017) Resourceful Bond In *Geographies, Genders and Geopolitics of James Bond*. London: Palgrave Macmillan, pp. 135-162.

## Day Seven (Sunday Dec 20):

9-11am Hickam time/2-4pm OK time: **Zoom (2 hrs)** – student presentations of an empirical example

11am-12:30pm Hickam/4-7pm OK: lunch break

12:30-3:30pm Hickam/4-7pm OK: **Zoom (2 hrs)** – student presentations of an empirical example

### Assignments, Grading and Due Dates:

#### Participation: 25% of your grade

Even when relying on Canvas and Zoom, this class will operate as a seminar and so the quantity and quality of your participation will comprise 25% of your grade for the course. So that our class meetings (synchronous as well as virtual) are as engaging as possible, all seminar colleagues are expected to complete all reading & viewing assignments **and** prepare rich responses to discussion prompts. This will help to assure enough ammunition for a quality discussion in which everyone participates. Should contributing to class conversations make you uncomfortable, you will need to let me know from the get-go so that I may coordinate alternative arenas for your contributions to discussion. Kindly respect all participants' perspectives and note that discriminatory behavior of any sort will not be tolerated.

### **Paper: 25% of your grade**

After completing all course reading, please *draw on course materials* and compose a 10-12-page (double-spaced) paper that compares – in terms of geopolitics, knowledge and power – the visual content comprising Dee Dee Halleck's 60-minute documentary [The Gringo in Mañaland](#) with the 35-min video [Eyes on What's Inside: The Militarization of Guerrero](#). Your paper should provide an analysis that resembles the scholarly practice of critical geopolitics. Consider how the film clips that Halleck weaves together represent the part of the world now commonly called Latin America, as well as the ways in which the other video narrates a very different sort of story, from a distinctly different perspective. Kindly utilize in-text citations that follow [this style guide](#) to reference the course materials you utilize to analyze the film. Be sure to insert page numbers AND put your name in your paper's header or in a title page that doesn't get a page number. Also, do your best to craft a fun title for your paper. **This paper is due December 19, 2020.**

### **Presentation of empirical example: 25% of your grade**

During our final class meetings: present an empirical example of a situation – historical, contemporary, or future – that you believe closely relates to the key theme(s) running through course materials. The exact length of your presentation depends on the size of our class, but it should be about 15-20 minutes long and feature images (moving or still), sound and/or text. Please aim for presenting an example that will foster discussion of not only the situation, but also the assigned texts associated with the topic/theme you selected. For instance, if you really dig propaganda maps, then find one or two examples, share them on screen (using ppt slides or pulling up the particular webpage where you found it or them), and then, using the language that Pickles mobilizes in his 1992 chapter (and/or other theories you encounter in class readings), tell the class about the examples and why/how they embody the themes characterizing a particular day's readings (perhaps Day 2 if you draw on Pickles). Another example might be a situation/process that resembles those discussed in sources addressing on environmental security. Or maybe you're intrigued by the notion of anti-geopolitics and wish you tell us about a past, present or future manifestation of such phenomena? Your choice!

### **Final Exam: 25% of your grade.**

Please compose a 15-page (double-spaced) research paper that is clearly and richly informed by critical geopolitics. You're welcome to use the "present an empirical example" exercise to get rolling on your paper. In other words, this assignment is a whole easier and more fun if you take what you learned in class, examine a past, present or potential (as in future) situation/ process/topic/film/social movement/comic book and tell me all about it (in a polished paper). Feel free to write in first person. Just be sure to insert page numbers! And do your best to compose a snappy title. In addition to drawing on appropriate course materials – thoroughly and thoughtfully, please incorporate *at least* THREE scholarly sources not found on the course syllabus, and as many non-scholarly sources as you wish – including visual and/or audio materials! -- into your research paper. And as always, use in-text citations that clearly identify the specific pages where the ideas and/or information you're drawing from are located. This time, please do **include a reference list** and utilize [this style guide](#) for both your reference list and in-text citations.

### **Grading:**

This is a letter-graded course: A, B, C, D, or F.

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Class participation	N/A	25%
Paper	<b>Saturday, December 19, 2020</b>	25%
Presentation of empirical ex.	<b>Sunday, December 20, 2020</b>	25%
Final Exam	<b>Wednesday, December 23, 2020</b>	25%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

Laurel C. Smith, Ph.D.

<http://laurel.oucreate.com/>

### Education

- Ph.D. Geography, University of Kentucky
- M.A. History of Science, University of Oklahoma
- B.A. History, University of Wisconsin, Milwaukee

### Current Positions

- Advanced Programs Professor since 2009
- Associate Professor in Department of Geography and Environmental Sustainability, University of Oklahoma (2007-present)
- Affiliate Faculty Women's and Gender Studies, University of Oklahoma
- Affiliate Faculty Film and Video Studies, University of Oklahoma

### Frequently Taught Advanced Programs Courses

- GEOG 6220: Seminar in Human Geography: Critical Geopolitics
- GEOG 6240: Seminar in Resource and Environmental Geography: Indigenous Development in Latin America

### Major Areas of Teaching and Research Interest

- Teaching interests: political, cultural, and urban geography; studies of technoscience; critical theory (especially contemporary geographic thought); and qualitative research methodologies
- Research interests: geopolitics of representation, indigenous geographies and the cultural geographies of technoscience, the identity politics of development, postcolonial and feminist theory
  - Regional focus in North America, especially Mexico and the United States

### Representative Publications and Presentations

#### Publications:

- 2016. Algunas geografías de videos indígenas hechos en Oaxaca, México. In *Miradas propias: Pueblos indígenas, comunicación y medios en la sociedad global*, Edited by Claudia Magallanes Blanco and José Manuel Ramos Rodríguez. Puebla, México: Universidad Iberoamericana Puebla and Quito, Ecuador: CIESPAL, pp. 111-131.
- 2015. Indigenous media and postcolonial pedagogy. In *Mediated Geographies and Geographies of Media*, Edited by Susan Mains, Julie Cupples, and Chris Lukinbeal. New York: Springer, pp. 417-432.
- 2012a. [Visualizing Indigenous women in Oaxaca: Mexico at the end of the twentieth century.](#) AND [Visualización de mujeres indígenas en Oaxaca: México a finales del siglo veinte](#) *Historical Geography* Special Issue "Digital Historical Geography: Representation, Archive and Access. 40: 61-83 and 85-109.
- 2012b. Decolonizing hybridity: Indigenous video, knowledge, and diffraction. *cultural geographies* 19 (3): 329-348.
- 2010. Locating post-colonial technoscience: through the lens of Indigenous video. *History and Technology* 16 (3): 249-77.
- 2008. The Search for Well Being: Placing Development with Indigenous Identity. pp. 183-196, In *Global Indigenous Media: Cultures, Practices, and Politics*, eds., Pamela Wilson and Michelle Stewart. Durham: Duke University Press.
- 2006. Mobilizing indigenous video: The Mexican Case. *The Journal of Latin American Geography* vol. 5(1): 113-128.

- 2002a. The “cultural turn” in the classroom: Two examples of pedagogy and the politics of representation. *The Journal of Geography* vol. 101: 240-249 (2002).
- 2002b. Chips off the old ice block: *Nanook of the North* and the relocation of cultural identity. pp. 94-122, In *Engaging Film: Geographies of Mobility and Identity*, eds., Tim Cresswell and Deborah Dixon. Lanham, MD: Rowman and Littlefield (2002).

Presentations:

- Introducing (some) geographies of Indigenous videos produced in Oaxaca, Mexico. For International Symposium on Media and Indigenous Peoples: Appropriations, Negotiations and Resistances, Universidad Iberoamericana Puebla, Puebla, Mexico (November 2013)
- Mediating Indigenous Geographies. For the Oklahoma State University Geography Department’s Colloquium Series, Stillwater, Oklahoma (March 2013)
- Produciendo saberes híbridos acerca de un video indígena. For the Encuentro Internacional “Saberes Híbridos” at the Centro Peninsular en Humanidades y Ciencias Sociales, UNAM and Escuela Superior de Artes de Yucatán, Mérida (September 2011)
- Mediating Indigenous geopolitics: a feminist inquiry into activism, advocacy, and access in Oaxaca, Mexico. For the ‘Género, Etnicidad y Migración’ workshop organized for the Colegio Internacional de Graduados: Entre Espacios at the Instituto de Estudios Latinoamericanos Freie Universität Berlin (February 2011)

**Representative Honors and Awards Received**

- University of Oklahoma Research Council Funding – Faculty Investment Program (FIP) Award for “Video Portraits of Tribal Environmental Professionals,” \$14,888 (2018)
- Humanities Forum Fellowship for “Visualizing Cleaner Water,” \$5,000 (2016)
- South Central Climate Science Center Research Grant (Lead-PI) for “Intertribal Workshops on Climate Variability and Change,” \$55,407 (2012-2013)
- University of Oklahoma Research Council Funding -- Faculty Investment Program (FIP) Award for “Publishing in Spanish,” \$2,420 (2012)
- Junior Faculty Research Award from University of Oklahoma Vice President for Research for “Visualizing Indigenous Women: Target Audience Reception of Indigenous Media in Oaxaca, Mexico,” \$6,000 (2009)
- Ed Cline Faculty Development Awards from OU Faculty Senate, \$2,500 for enriching collection of Indigenous videos (2009), and \$1,892 for computer to use for intertribal workshops (2013)
- Presidential Travel Fellowship from OU, \$1,200 to attend the Institute of British Geographers Annual Meeting in Manchester, England (2008)
- Doctoral Dissertation Research Improvement Grant, National Science Foundation Science and Technology Program, *Mediating Indigenous Identity: Video, Advocacy, and Knowledge in Oaxaca, Mexico*, \$12,000 (2002)