

**Florida State University
Geography 4471, Sections 1-4
Political Geography**

Syllabus

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Course Overview and Objectives

The purpose of this course is to examine the interconnectedness of geography and politics in the rejuvenated field of political geography. Political decisions and events have geographical impacts because these decisions and events affect places at a variety of geographical scales (international, national, regional and local). Also, geographical factors and places impact political decisions and changes. Through the power to control and shape space and social relations, power and space combine to become political geography.

Global economic integration, local devolution, and the rise of trans-state organizations have significantly altered dynamics of power and identity in the contemporary world. For several hundred years, the sovereign, territorial nation-state has been the central locus of power and identity in the global political system, but the primacy of the state is now being questioned, sometimes in violent ways.

In this course we will focus on the events of September 11, 2001 to analyze challenges to, and responses of the sovereign, territorial nation-state. This course will use the events leading up to, as well as the responses coordinated after, 9/11 to discuss the role of states, individuals, localities, trans-state organizations, and social movements in the changing world of political geography.

Course Structure

Units

The course consists of the five units, each of which concludes with a writing assignment:

- Unit 1 (9/11 as Political Geography) – Weeks 1-4
- Unit 2 (9/11 and Global Economic Integration) – Weeks 5-7
- Unit 3 (9/11 and Global Political Integration) – Weeks 8-9
- Unit 4 (9/11 and the Creation of a New Global-Local Nexus) – Weeks 10-12
- Unit 5 (9/11 as an Ongoing Contest Over Local Space) – Weeks 13-16

More details on each unit are provided in the Course Calendar below and in that unit's Assignment Sheet (accessible via the course's Blackboard site).

Assignment Sheets

For each unit there is an assignment sheet, posted on the Blackboard site. Each unit's assignment sheet contains:

- A week-by-week calendar of readings and assignments for that unit;
- An overview of the topics to be covered in that unit;
- An week-by-week guide to the unit, including
 - A guide to each week's readings,

- Study questions for that unit's discussion board postings,
- Detailed instructions for writing assignments.

Groups

The class will be divided into groups of five students each. On the first day of class (August 23), you will receive an e-mail from your mentor, Ian Plummer containing your group assignment and also telling you if you will be serving as discussant for the first unit. Since there are five units and five students in a group, each student will serve as a discussant for one unit (the role of the discussant is explained in the "Discussion Board Postings" sub-section below).

Because of changes in enrollment during the add/drop period, some shuffling of groups may be needed after the first week of class and some groups may end up with four or six students. In the event that a group has six students, there will be one unit for which the group will have two designated discussants. If a group ends up with four students, there will be no discussant assigned for the final unit. Lists of group members and discussants will also be posted in the "Announcements" section of the Blackboard website.

Discussion Board Postings

All students will be graded for their contribution to their group's discussion board. Comments and questions are both seen as positive contributions to the discussion board. In fact, just about any posting to the discussion board will earn you some credit (not counting abusive or totally irrelevant postings, of course). However, postings that make links between the readings and/or address conceptual issues raised in the class will earn you more credit.

You will receive a discussion board posting grade for each unit that you serve as non-discussant (four units) and also for the one unit that you serve as discussant. The lowest of your four non-discussant discussion board grades will be dropped from the final grade calculation.

For each unit, that unit's discussant has special responsibilities for leading discussion board postings. Generally, a discussion on the discussion board will begin with the discussant posing a question to the other members of the group (this may be a question from suggested study questions on the Assignment Sheet, or it may be one made up by the discussant). The discussant is responsible for keeping the discussion going, summarizing others' points and making connections between other students' comments and questions, posting follow-up questions to ideas/questions raised by other members of the group, and posting a new question when a discussion of a particular topic seems to have run out. Your mentor will continually monitor the discussion board and pose questions as needed for the group if the discussant fails to keep up with the discussion board (but the discussant's failure to keep the discussion going will be reflected in her/his grade). If you have an opinion on another student's posting or an idea inspired by one of

the study questions on the Assignment Sheet, you should go ahead and comment rather than waiting for the discussant to solicit opinions.

To get to your group's discussion board, click on the ***Group Functions*** button in the left frame of the course website. Then click on your group's name, and then click on the "Group Discussion Board" link.

To use the discussion board, you need to understand two terms: *forums* and *threads*. Forums are established by your mentor and are large areas. For this course, your mentor will establish five forums—one for each unit—and all of your postings during the duration of a unit should be in that unit's corresponding forum. A forum will become "read-only" once the class has moved on to the next unit.

Every forum contains an infinite number of threads and, unlike forums, students can establish their own threads. Whenever you submit a posting that is not a direct response to a previous posting, you should start a new thread. To start a new thread, simply enter the appropriate forum and click on the "Add New Thread" button in the upper left corner. To reply to a message within an existing thread, open the message to which you want to reply (by clicking on the message's subject), and then click on the "Reply" button that appears at the lower right corner of the box with the old message's text. Once you've entered your message, just click on the "Submit" button and your message will be posted to the discussion board. Leave the radio button at the bottom of the screen checked on "Smart Text." You can write your posting in a word processor and cut-and-paste it into the text box if you wish, although you'll probably lose special formatting commands such as tabs.

Paper Assignments

Over the course of the semester, you will be required to write five papers, one at the conclusion of each unit. Specific questions for each paper appear at the end of that unit's assignment sheet.

For units in which you are not the discussant, you should submit your paper no later than 11:59 PM (Eastern time) on the Friday of the week for which it is assigned (in other words, the non-discussants' papers for Unit I are due on Friday of Week 4, which is September 17). When you write your paper in a word processor, save it in Rich Text File (RTF) format or as "Text Only." This ensures that your discussant and the instructional staff will be able to read the paper, even if they are using different word processing programs than the one in which you wrote the paper.

For each unit, one group member is designated as discussant. In addition to the discussant's responsibilities with the discussion board (described above), the discussant also has a special writing assignment: a longer paper in which (s)he must synthesize the non-discussants' papers for that unit (more specific assignments are given in the assignment sheet for each unit). Discussants' papers are due on the following Thursday

at 11:59 PM (September 23, for the Unit I paper). The final discussants' papers are due on the Thursday of finals week (December 9).

Non-discussants' papers should be around 3-5 double-spaced pages (750-1250 words). Discussants' papers should be around 5-8 pages (1250-2000 words).

To submit a paper, click on the **Assignments** button and then click on the link for the unit for which you're submitting a paper. At the bottom of the page, you'll find two links: one that says "Paper Submission Form for Non-Discussants" and one that says "Paper Submission Form for Discussants." Click on the appropriate link (depending on whether or not you're serving as discussant for that unit) and then click on the "Browse" button. A new window will open up displaying the contents of your hard drive. Double-click on the file that contains your paper (this will close this window) and then click on the "Submit" button. Blackboard also requires that you write something in the "Comment" box, so just write something like "Here's my Unit 4 paper."

If you are discussant, you will be e-mailed copies of the papers submitted by the non-discussants in your group as soon as they are received.

Papers will be graded according to the standards laid out in the Evaluation Scheme for Grading Papers, which appears later in this syllabus.

Personal Homepage Assignment

In addition to these assignments, each student is required to create a personal homepage during the first week of class. Instructions for doing this are contained in the assignment sheet for Unit I.

Exams

There will be two exams in the course, a midterm to be taken during Week 7 (October 4-8) and a final to be taken during finals week (Week 16, December 6-10).

The exams will be offered on-line and will consist of multiple choice questions and will only cover material on the general topic of political geography, not 9/11. In other words, the exams will cover materials from the Storey and Anderson/Brook/Cochrane books but not from the Calhoun/Price/Timmer book, the Sorkin/Zukin book, or the on-line readings. They will be open-book, but timed. If you go over the exam's time limit, points will be subtracted from your score (when you submit your exam on-line, the computer tells the instructor how long it took you to complete the exam). The final exam will be cumulative, but will concentrate on material covered after the midterm.

To view and take the exams, click on the **Exams** button in the left frame.

Calendar

The following is a week-by-week calendar for the course:

UNIT I: 9/11 as Political Geography

Week / Dates	Topic	Reading Assignments	Writing Assignments
1. 8/23 – 8/27	Introduction to 9/11	Online readings from the British Broadcasting Corporation	Create personal homepage (due Fri. 8/27)
2. 8/28 – 9/3	Concepts in Pol. Geog 1: Territory, Territoriality, & the Sovereign Territorial State	Storey Chapters 1, 2, & 3 (pp. 1-49)	
3. 9/4 – 9/10	Concepts in Pol. Geog 2: Nations, Nationalism, & Nation-States	Storey Chapters 4 & 5 (pp. 50-97)	
4. 9/11 – 9/17	9/11 and Pol. Geog: An Initial Assessment	Anderson/Brook/Cochrane Sections 2.1 & 2.2 [by Anderson] (pp. 66-76); Calhoun/Price/Timmer Introduction to “Overview of the Volume” [by Calhoun, Price, & Timmer] (pp. 1-16); Calhoun/Price/Timmer Chapter 11 [by Der Derian] (pp. 177-190)	Non-discussant writing assignment (due Fri. 9/17); Discussant writing assignment (due Thurs. 9/23)

UNIT II: 9/11 and Global Economic Integration

Week / Dates	Topic	Reading Assignments	Writing Assignments
5. 9/18 – 9/24	Global Economic Integration & the Demise of the Sovereign, Territorial Nation-State	Anderson/Brook/Cochrane Section 2.3 [by Anderson] (pp. 76-82); Anderson/Brook/Cochrane Chapter 3 [by Brook] (pp. 114-165); Storey Chapter 6 from “Pressures from Above” to end (pp. 107-123)	
6. 9/25 – 10/1	9/11 as an Attack on (and/or a	Calhoun/Price/Timmer Chapters 7 [by Sassen] & 8 [by Eichengreen] (pp.	

	Symptom of) Global Economic Integration	106-135)	
7. 10/2 – 10/8			Non-discussant writing assignment (due Fri. 10/8); Discussant writing assignment (due Thurs. 10/14); MIDTERM EXAM

UNIT III: 9/11 and Global Political Integration

Week / Dates	Topic	Reading Assignments	Writing Assignments
8. 10/9 – 10/15	Global Political Integration and the Demise of the Sovereign, Territorial Nation-State	Anderson/Brook/Cochrane Chapter 1 [by McGrew] (pp. 12-64); Anderson/Brook/Cochrane Chapter 5 [by Yearley] (pp. 210-241)	
9. 10/16 – 10/22	9/11 as a Call for (and/or a Symptom of) a New Global Political Order	Calhoun Price/Timmer Chapter 9 [by Goldstone] (pp. 139-158)	Non-discussant writing assignment (due Fri. 10/22); Discussant writing assignment (due Thurs. 10/28)

UNIT IV: 9/11 and the Creation of a New Global-Local Nexus

Week / Dates	Topic	Reading Assignments	Writing Assignments
10. 10/23 – 10/29	Global/Local Identities and the Demise of the Sovereign, Territorial Nation-State	Storey Chapter 6 to “Pressures from Above” (pp. 98-107); Anderson/Brook/Cochrane Chapter 4 [by Beeley] (pp. 168-207); Anderson/Brook/Cochrane Sections 6.1 & 6.2 [by Cochrane] (pp. 250-266)	
11. 10/30 – 11/5	9/11 as a Global/Local (but not National) Event	Sorkin/Zukin Chapter 9 [by Smith] (pp. 97-108); Sorkin/Zukin Chapter 12 [by Bayoumi] (131-142); Calhoun/Price/Timmer Chapter 4 [by Kuran] (pp. 67-74)	
12. 11/6 –	9/11 as an	Calhoun/Price/Timmer	Non-discussant writing

11/12	Alternative to Nationalism 2: Al Qaeda and the Delinking of Nation and State	Chapters 1 [by Jurgensmeyer], 2 [by Hefner], and 3 [by Metcalf] (pp. 27-66); On-line readings from <i>The Guardian</i> and <i>The Hindu</i>	assignment (due Fri. 11/12); Discussant writing assignment (due Thurs. 11/18)
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UNIT V: 9/11 as an Ongoing Contest Over Local Space

Week / Dates	Topic	Reading Assignments	Writing Assignments
13. 11/13 – 11/19	The Importance of the Local Amidst Globalization	Storey Chapter 8 (pp. 146-171); Anderson/Brook/Cochrane Sections 6.3 & 6.4 [by Cochrane] (pp. 267-279)	
14. 11/20 – 11/26	9/11 (and its Response) as Local Politics 1: The Political History of the WTC Site	Sorkin/Zukin Chapter 2 [by Zukin] (pp. 13-21); Sorkin/Zukin Chapter 4 [by Tchen] (pp. 33-44); Sorkin/Zukin Chapter 10 [by Boyer] (pp. 109-120)	
15. 11/27-12/3	9/11 (and its Response) as Local Politics 2: Planning the Future of the WTC Site	Sorkin/Zukin Chapters 11 [by Ross] (pp. 121-130); Sorkin/Zukin Chapters 14 [by Marcuse] & 15 [by Low] (pp. 143-171); Online reading from <i>Slate</i>	Non-discussant writing assignment (due Fri. 12/3); Discussant writing assignment (due Thurs. 12/9)
16. 12/4-12/10			FINAL EXAM

Readings

With a few exceptions, all of the course's readings will be from four books, each of which can be purchased through the University Bookstore (<http://www.fsu.bkstr.com>) or through on-line retailers:

- Anderson, James, Chris Brook and Allan Cochrane, eds. *A Global World?*. New York: Oxford University Press, 1995.
- Calhoun, Craig, Paul Price, and Ashley Timmer, eds. *Understanding September 11*. New York: The New Press, 2002.
- Sorkin, Michael and Sharon Zukin, eds. *After the World Trade Center, Rethinking New York City*. New York: Routledge, 2002.
- Storey, David. *Territory: the Claiming of Space*. Upper Saddle River: Prentice Hall, 2001.

In addition, there will be a number of on-line readings, in Units 1, 4, and 5. To access links for these readings, click on the *Assignments* button and then on the link to the appropriate unit.

The World Wide Web and the Blackboard System

The main instructional vehicle for this class is the World Wide Web, which you will be accessing via Florida State University's Blackboard system. To enter the course website, just type the URL **http://campus.fsu.edu**. You then will be asked to enter your username and password. Enter the username and password from your FSU e-mail account (this is case-sensitive; your username is the part of your e-mail address that appears before the "@" symbol, such as "akc04d"). **To take this class, you *must* have an FSU e-mail account** (see below for instructions on obtaining an FSU computer account). Once the computer knows who you are, it will know that you're registered for this course and a link for Political Geography will appear on your screen. Click on the link and you'll enter this course's website.

When in the Blackboard system, there will be a constant frame on the left side of the screen. Buttons on this left frame may be clicked on at anytime to navigate as follows:

- **Announcements:** Only the lead faculty member and mentor may post announcements. The course homepage automatically displays any announcements that were posted within the past two weeks. Older announcements can be viewed by clicking on the "Announcements" button.
- **Syllabus:** Click on this button and you will find links to the syllabus and the audio-visual course introduction. You'll also find a link for an audio-visual introduction to the course and your instructional staff.
- **Assignments:** Click on this button and then click on the link for the current unit. From there, you will find a link for that unit's assignment sheet and also links for any online readings that are assigned for that unit.
- **Staff Information:** Click on this button for biographical and contact information for your instructor and mentor.
- **Group Functions:** After you click on this button, click on the name of your group. From here, you have several options:
 - Click on "Group Discussion Board" to read postings or to add your own posting to your group's discussion board. (See the "Discussion Board Postings" section of this syllabus for detailed instructions for using the discussion board.)
 - Click on "Send E-mail" to send an e-mail to some or all members of your group (including your mentor and instructor). Place checks in the boxes of the group members whom you want to receive your message, type your message, add an attachment if applicable, and then click "Submit." Use this function to submit your papers.

- At the bottom of the screen is a list of group members (including the instructor and mentor). Click on a group member's name to see that person's homepage. Click on a person's e-mail address for an alternate way of sending that person an e-mail.
- **Exams:** Click on this button to view and take the midterm and final exams.
- **Office Hours:** Click on this to enter the class chatroom where the class office hours are held (see discussion of office hours below). After you click on this button, click on the "Join" button to join the chatroom.
- **Student Tools:** Click on this button and you will have a choice of three links to follow. "Edit Your Homepage" will be used in the first week of class. "Student Manual" opens an instructional manual for the Blackboard program. "View Grades" lets you see how you're doing in the class.

Ground Rules for Web-Based Learning

1. It is your responsibility to make sure that you have regular and reliable Internet access. Internet Provider (IP) problems are not the responsibility of the lead faculty member or mentor, but the student. If you cannot obtain regular and reliable access to the Internet, you should not be taking this class. If persistent IP problems develop, you will have to drop the class. If you have particular technical problems, you should direct questions to FSU's Academic Computing & Network Services (ACNS) by sending an e-mail to problems@acns.fsu.edu or calling 850-644-8502.

2. You should have access to the following

a) An Internet browser like Netscape Navigator or Microsoft Explorer. For either software, you must have version 4.0 or higher. To participate in on-line office hours in the class chatroom your browser must be Java-enabled (it probably is).

b) An account on FSU's computer system. To obtain an account, go to <http://register.acns.fsu.edu/CARS/studentreg.html>. You will need to enter your 16-digit FSU-Card number and your social security number. If you regularly use an e-mail account with another provider (e.g., America On Line), set your FSU account to automatically forward to your other account. To do this, go to <http://register.acns.fsu.edu/CARS/forward.html>.

c) A printer. This is optional, but recommended.

3. All course communications—discussion board, e-mail, or web chat—should observe Internet etiquette. This means that:

a) Conversation in this course should be serious and scholarly. The purpose of conversation is to facilitate learning and the communication of ideas.

- b) Flippant conversation is discouraged. Students are asked to think before they write. “Flaming” (using the Internet to insult and taunt) is a serious issue and will be dealt with appropriately by University authorities.
- c) Web chat and the discussion board are not to be (ab)used for personal complaints about grading, assignments, or similar issues. If you have a complaint about a fellow student, your mentor, or an assignment, send an e-mail to the instructor.
4. It is your responsibility to submit each assignment on time. Leave yourself time to cope with technical problems. Keep a backup copy of each assignment.
5. Top Three Excuses Banned in this Course:
- #3 “The computer ate my homework”
 - #2 “It got lost in the e-mail”
 - #1 “I had to work late and...”

Evaluation Scheme for Grading Papers

The following criteria will be used for assigning grades to written assignments:

An "A" paper has the following elements:

1. Good, clear, and complete description of the problem.
2. Clear statement of the argument you will make about the problem (thesis/argument).
3. Good, clear supporting arguments, with each argument supported by evidence or plausible examples.
4. May offer unique arguments or evidence not developed or noted by others.
5. Paper well-organized with few errors in sentence structure, spelling, or mechanics.
6. Complete and informative references/reference page.

A "B" paper has the following elements:

1. An adequate description of the problem.
2. Thesis statement is clear, but more weakly stated than in an "A" paper.
3. Advances good arguments and tries to supply evidence or examples to back up each one.
4. Generally a good job. Clearly written with few errors.
5. Generally informative references.

A "C" paper must have some description of the problem, a thesis, supporting arguments, and evidence. However, a "C" paper will have one or more of the following characteristics:

1. Incomplete description of the problem.
2. Reasons or evidence left unstated.

3. Weak or unclear thesis.
4. Arguments are advanced, but they are not clearly stated, or no evidence or example is offered in support of one or more of the arguments advanced.
5. Problems with articulation of ideas, transitions, organization, spelling, or other mechanics.

A "D" paper may have one or more of the following characteristics:

1. Doesn't describe problem.
2. Weakly organized, poor development of idea.
3. Little or no evidence offered in support of arguments made.
4. Too many direct quotes.
5. No evidence of having read or used reference sources.
6. Generally sloppy, with too many typos, misspelled words, and poor articulation.
7. No references/reference page.
8. Inaccurate claims/data
9. Description without argument

An "F" grade will be assigned in the following cases:

1. Paper not written.
2. Paper not written as assigned.
3. Plagiarism (of published work, other student's work, or self)

Citations, Plagiarism, and Late Papers

Plagiarism, whether intentional or not, is never permitted. If you get an idea from somewhere else (including from one of your fellow students), include a citation. If you extract a quotation from another source (even if that source was another paper written by you), you *definitely* need to cite it. In writing your papers, you'll likely find yourself citing:

- others' discussion board postings;
- your own discussion board postings;
- non-discussants' papers for that unit (if you're the discussant);
- required textbook and on-line readings;
- other readings and/or websites that you find on your own.

Don't be afraid to cite. In fact, citations will generally help your grade: Your mentor or your instructor will be impressed that you went out of your way to research something. There are limits to this, of course: If you "researched" your entire paper by copying someone else's, a citation to the paper that you copied won't excuse the fact that there are no original thoughts in the paper. If in doubt, e-mail your mentor when you're writing to discuss citation options. You're much more likely to receive points for your concern than to lose points for revealing what you don't know.

While the web makes plagiarism easy, it also makes it easy to catch plagiarizers. So don't try it.

By the way, it doesn't matter *how* you cite so long as you include citations, but your format should be consistent for the duration of a paper.

Because late papers will make it difficult for discussants to do their job, late papers will be penalized. A paper that is up to 24 hours late will be penalized a half-grade (e.g. from a B+ to a B). A paper that is between 24 and 48 hours late will be penalized a full grade (e.g. from a C to a D). A paper that is more than 48 hours late will receive an automatic F.

The personal homepage assignment will not be graded, but failure to complete it on time will result in two (out of one hundred) points being subtracted from your final grade. Failure to complete it at all will result in five points being subtracted.

Evaluation Formula

Your final grade will be determined according to the following formula:

Non-Discussant writing assignments: 10% each x 4 writing assignments = 40%

Discussant writing assignment: 15%

Midterm exam: 10%

Final exam: 10%

Non-Discussant Discussion Board postings: 5% each x 3 units (lowest grade is dropped)
= 15%

Discussant Discussion Board postings: 10% for unit when serving as discussant = 10%

On-Line Office Hours

On-line "office hours" will be held in the class chatroom, every Wednesday from 6:00 to 7:00 PM and every Thursday from 11:00 AM to Noon (Eastern Time). Go to the class chatroom by clicking the ***Office Hours*** button in the left frame of the course website. Then click the "Join" button on the Office Hours line. It may take a while for the chatroom program to load, so be patient.

Honor Code, ADA Requirements, and Other Issues Concerning Students' Rights and Responsibilities

Honor Code

Students are expected to uphold the Academic Honor Code. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility to:

1. Uphold the highest standards of academic integrity in the student's own work;
2. Refuse to tolerate violations of academic integrity in the University community; and
3. Foster a high sense of integrity and social responsibility on the part of the University community.

For a full statement, of the FSU Academic Honor Code, visit the webpage
<http://www.fsu.edu/Books/Student-Handbook/codes/honor.html>.

ADA Requirements

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Student Disability Resource Center (SDRC).
2. Transmit a letter to the instructor from the SDRC indicating that you need academic accommodations. This should be done within the first week of class.

For more information about services available to FSU students with disabilities, and the rights and responsibilities of disabled students, see the SDRC's webpage,
<http://www.fsu.edu/~staffair/dean/StudentDisability/>.

Other Student Issues

For other policies concerning your rights and responsibilities as a student, see the "Codes and Policies" section of the FSU Student Handbook,
<http://www.fsu.edu/Books/Student-Handbook/codes/index.html>.