

2014-2015

GG14210
POWER, PLACE AND DEVELOPMENT



Module Handbook

**Department of Geography and
 Earth Science**
**Power, Place and Development
 2014-2015**

Module Number	GG14210				
Semester	1	Year	2014	Credits	10

Module Staff

Convenor			Other staff
Name	Mitch Rose		Kevin Grove
Email	Mir24		Keg12
Room	K4		K5
Availability	13.30-15.00 Mondays and 10-11.30 Thursdays Appointments must be made via online calendar: http://www.booknow.so/mitchmeetings		Mondays 15:00-16:30; Tuesdays 14:30-16:00 Appointments must be made via email

Timetable

	Number & Duration	Weeks	Comments
Lectures	10 x 2 hours	5-14	

Assessment

Type of Assessment	Weighting	Word Limit	Instructions Released	Submission Deadline	Feedback Date
Seen exam	100%	NA	December 1 st	TBA	TBA

Assessment Description:

The assessment is 100% exam and will take place during the exam period that runs from the 7-20th of January. The exact date of the exam will be revealed once the exam timetable has been finalised later in the semester. Feedback will come in the form of a generalised feedback report posted on Blackboard three weeks after the exam date.

Re-sit Assessments

A seen resit exam will be held in August. Questions will be released three weeks prior to the exam date

Queries and Complaints

In regard to the module as a whole: the module convenor **Dr. Mitch Rose**
 In regard to individual lectures or assessment components: the relevant lecturer either **Dr. Mitch Rose or Kevin Grove**
 In regard to special circumstances and extension requests: the relevant Degree Scheme Leader **Dr. Rhys D. Jones (BA Human), Dr. Joe Williams (BSc Geography), Dr. Tom Holt (BSc Physical)**

Module Description

Power, place and development are terms that encapsulate a number of key themes and concerns in contemporary human geography. Place, as we will see, is not presumed to be the location where social events happen. Rather, places are created and developed via an intricate and often complex web of social interactions, many of which are imbued with relations of power. The aim of this module is to illuminate to students how places are social phenomenon (rather than simply points on a map) as well as how places change and develop through a number of overt and covert social struggles. As we introduce concepts such as sovereignty, mobility, security and citizenship, we will examine how they situate taken-for-granted ideas about rights, privilege, the ‘proper’ and the normative. Through historical and contemporary case studies in the United States, Africa, Latin America and the Caribbean, we will see how legal frameworks, aid policies and social/cultural norms can produce spatial outcomes that are oppressive, violent and unjust at both the local (e.g., ghettos and shanty towns) and global scale (e.g., the east and the global south). By the time you leave this module you should have a broad understanding of some of some of the key issues currently circulating in the field and you should also have a specific understanding of how power, place and development are intimately connected. As previously suggested, places are developed through social and cultural processes; processes that are necessarily (and unavoidably) imbued with relations of power.

Aims and Outcomes

While the content of the module focuses on specific topics, those topics embody a number of broader aims that will foster your learning over the next three years. These aims are the following:

1. *To teach students a geographic perspective.*

Human geography is a diverse topic that encompasses many sub-fields, including social geography, urban geography, development geography, cultural geography, historical geography, economic geography etc. What makes all these sub-fields similar, however, is their use of what might be called a ‘geographic’ way of looking at things. Thus, while the emphasis of this module is on political geography, its aim is not to teach political geography over the other sub-fields but to illustrate what a geographic perspective can bring to the study of local and global political dynamics. This course will by its nature cover a lot of sub-fields (including legal geography, economic geography, urban geography and others). The aim, here, however, is not to steep you in the literatures and concerns of each sub-field per se, but (more broadly) to illustrate the unique approach that geography brings to a wide-range of social phenomenon, processes and events.

2. *To teach students about the social nature of place*

As discussed above, we need to understand places as entities that emerge through social relations transpiring through a number of formal and informal settings. Understanding the connection between power, place and development means coming to see the world’s geography not as a map but as a set of social arrangements whose reality is sustained through numerous taken-for-granted ideas, concepts and values. One of the aims of this module is to ‘see’ these arrangements for what they are, question the ideas they are predicated on and to examine some of the ways they might be changed.

3. *To teach students how to apply theoretical ideas and concepts.*

This module will introduce a number of theoretical ideas to students and illustrate how those ideas can be applied to concrete social events. Theories about citizenship, sovereignty, development and law abound in the social sciences and geographers draw upon these to help explain the phenomenon and events we examine. Over the next three years you will be gradually expected to also use theoretical ideas to explain the phenomenon you study. This module introduces students to this skill and expects students to attempt this process in the assessment.

In addition to these broad aims, the module also has three specific **learning outcomes**. While these outcomes reflect the above aims, they constitute the specific items over which you will be assessed. By the end of the module, students should be able to:

1. Describe the social and historical forces shaping and defining political identities and dynamics in a variety of empirical settings
2. Critically evaluate the role of place in political, economic and development related issues at different scales of analysis.
3. Argue for a particular position or stance using theoretical concepts, empirical examples and academic literature

Assessment

The above learning outcomes will be assessed through a seen exam taken during the exam period at the end of semester 1. The exam questions will be handed out and/or posted on Blackboard on the 'Instructions Released' date listed on the key information sheet on page 2. The exam will be divided into 2 sections and you will be expected to answer 1 question from each section. The sections are organised according to lecturer – thus, there will be 3 questions from Dr. Kevin Grove's portion of the module and 3 questions from Dr. Mitch Rose's portion.

There will be an exam preparation session during the normal class period in week 14. The aim of this session will be to review the marking criteria and broadly inform you of what we expect from your answers.

Learning Format

The learning format is divided into two main areas, lectures and reading:

Lectures:

Lectures constitute the primary source of contact between teacher and student. Generally, I use the time to explain central ideas and concepts, clarify themes, point students to particular readings, and illustrate how ideas from the reading pertain to specific cases and examples. While lectures are a useful learning tool, they work best in tandem with the reading. Only attending lecture, without doing the reading will lead to an abbreviated understanding of the subject matter that will be of limited use for the assessment.

The double lecture slot is difficult for both students and staff so we endeavour to make it more palatable by dividing it into the following schedule. We find this schedule works better for maintaining student attention:

45 minute lecture (15 minute break), 35 minute lecture (5 minute break) 10 minute discussion. The last 10 minutes of the period is what we call the 'take-home ten'. The aim of this period is to emphasise the key points (the 'take-home' points) from lecture and to ask questions, clarify confusions, and think about how the issues discussed might lead to an exam question.

Reading:

Lectures represent the format that we provide to help facilitate the learning associated with this module. However, they will be for naught if students do not seriously engage with the reading. Primary readings will be associated with each lecture and secondary readings are those you might use to explore a topic further when completing your assessment. We estimate that you should spend about half of your 180 independent learning hours on the reading. *This translates into 7-8 hours per week.*

Access Policies

We provide ample provision to students during term time to meet and discuss course material and get responses to queries. That said, we regard appointment making and time-keeping to be a critical component of a student's personal development. Thus, we ask you to make appointments, allow a reasonable time-frame for responses to e-mail and to generally plan and manage your time effectively. Most student queries can be resolved by looking at this Module Handbook or the material on Blackboard. That said, there are discussions that need to take place during the semester and for those we provide the following modes of access.

Appointment hours:

We each designate 3-4 hours per week for student appointments during term. However we organise our appointment hours differently:

Appointments with **Mitch Rose** must be made through his appointment calendar which can be accessed here: <http://www.booknow.so/mitchmeetings>. When you make a booking, it will automatically upload to my calendar and send you reminder emails before the appointment. If you need to make an appointment outside my appointment hours, email to make an arrangement. Appointments can be booked up to the day before the hour and they do not need to be confirmed. Appointments with **Kevin Grove** must be made via email.

Our appointment hours this term are listed on the key information sheet on page 2.

Email:

We respond to all student emails between 1-3 days. Email is effective for getting answers to technical issues but it is not effective for discussing material raised in the reading or lecture. If you would like to discuss course material or your assessment preparation, please make an appointment to discuss the issues properly.

Contact

There are a total of **20 contact hours** for this module and over **30 additional optional hours** (appointment hours). As suggested above there are no set appointment hours outside the teaching term. While you are welcome to make a meeting request outside the semester, our availability is generally more limited and we cannot guarantee appointments. Using our availability during the teaching term is best way to avoid disappointment and make sure you have the time you need to discuss your work.

Attendance Policies

While we would not want to suggest that lecture is the most important learning context for this module (that honour goes to the reading), it is the most central and reliable context for us to communicate to you the central themes of the course and guide you through the assessment. That said, we understand that life happens: funerals, parents, work, religious events, weather and other unforeseen circumstances occasionally thwart our intentions, and the inflexible nature of our teaching schedule makes such events difficult to accommodate. To help alleviate these problems for both of us we have taken the following measures:

Blackboard:

We provide lecture notes and/or slides on e-bridge for you to look at along with any slides that were shown during that period. These notes are obviously there to be used by all regardless of whether you attend or not.

Panopto

In addition, to lecture notes we provide Panopto recordings of lectures on e-bridge. It is important to emphasize that we do not view the recordings as a substitute for attending lecture. They are provided for review and as a back-up in case your ability to attend is unexpectedly hampered. Also we do not provide podcasts of introductory and/or review sessions.

Make-up lectures:

Because the unforeseen can also happen to us, the Department or the University, we schedule make-up lectures. This semester the make-up lecture is scheduled for Week 15. If our provision fails for any reason, we will automatically continue our schedule as normal and use this allotted slot. Thus, if lecture in week 8 is cancelled, it will be automatically re-scheduled for week 9 and the review session will happen on week 15. The exam questions will be handed out on the date listed on the key information sheet on page 2 regardless of the lecture schedule.

We ask you to put the make-up lecture date in your dairy and keep it free. While the chances we will have to use make-up slots are slim, we have created them so we can anticipate and plan as much as possible for the unexpected.

Lecture Schedule

Week 5:	Introduction and Review of Module Handbook (MR)
Week 6:	The geopolitical imagination (KG)
Week 7:	Development discourse (KG)
Week 8:	Modernization and neoliberal development (KG)
Week 9:	Environmental security (KG)
Week 10:	Actually-existing development and the South American drug trade (KG)
Week 11 :	Legal geography and the creation of the ghetto (MR)
Week 12:	New York: the entrepreneurial city (MR)
Week 13:	California and the imagination of place (MR)
Week 14:	Exam preparation session (MR)
Week 15:	Make-up slot