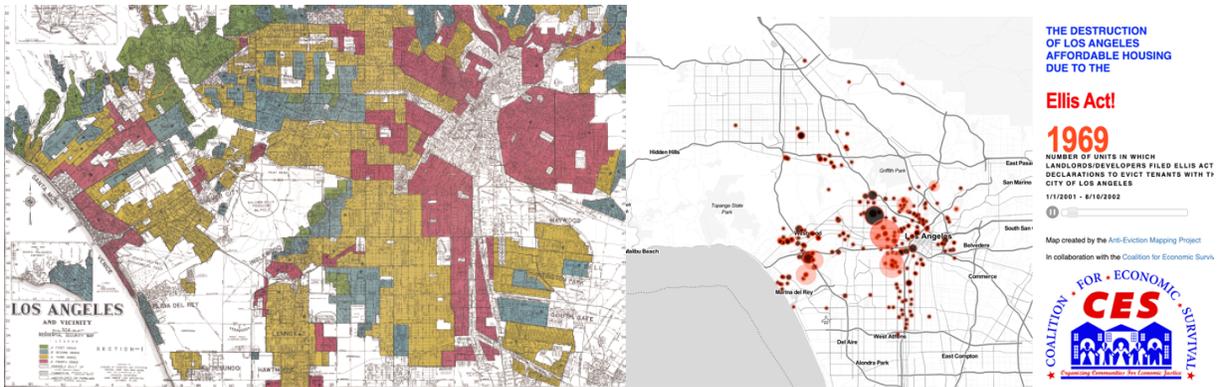


Space, Place, and Power

Sociology 178T Fall 2019
Tues/Thurs 3:20-4:55 Oakes 106

Professor Lindsey Dillon
Office hours: Fridays 9-12 324 Rachel Carson College



Sources: Mapping Inequality website; Anti-Eviction Mapping Project website

COURSE INTRODUCTION

This course provides an introduction to ideas and topics in critical human geography. Broadly, geographers study the spatial dimensions of power, the dynamics of place and identity, landscape and memory, and nature and culture (among other topics!). Our class focuses (though not exclusively) on cities and the social production of space in relation to political economy, class, race, gender, sexuality, citizenship, and sovereignty. Think of these topics as sociology *spatialized*, or as the *geographies* of politics, society, culture, and power. We also focus on one of the preeminent tools of critical geographers: maps. The readings for each week are accompanied by at least one critical mapping project, and the final class

project includes a group exercise in “countermapping.”

There are two basic premises to this class to keep in mind as we move through the quarter. First, space and place are not mere backdrop or context to the activity of social life—they are dynamic social forces. Urban planning, the design of public and private spaces, seemingly mundane things like infrastructure...all can “work” as structuring social forces, intersecting with other sociological factors such as class, sexuality, and race to influence our sense of self and community, our livelihoods and life chances. Secondly, maps are not neutral depictions of the world “as is.” Maps always have a perspective and a politics. We can learn to critically “read” maps as we do

other texts, like academic articles and advertisements. Some maps reinforce existing power structures; others are created by social movements to reveal injustices and challenge the status quo (we will have many examples of these).

Some specific course goals include:

- Identify and describe how social control has worked through the organization of space; and how social protests are often also spatial protests.
- Practice asking critical questions about maps, such as: How was the data collected? What does the map show and what does it *not* show? Whose interests does it serve? Etc.
- Identify key factors and social forces producing 20th and 21st century racial segregation in U.S. cities.
- Understand and explore the relationship between settler colonialism and particular ideas of “nature.”
- Work closely with peers to design a “counter-map” and give a group presentation.

COURSE TEXTS

Our course reader is available at the Bay Tree Bookstore in Quarry Plaza.

The readings in the course reader are also available as PDFs on Canvas, to read online or print out.

*****I ask that you bring your reader/PDF prints outs and/or detailed reading notes to class each day.**

COURSE EVALUATION

Class Attendance and Participation (20%)

Weekly Reading Responses (20%)

Map Analysis (15%)

Final Essay (30%)

Group counter-map and presentation (15%)

Class Attendance

Attending class is essential to your learning experience! **I take attendance each day.**

You can miss one class, no questions asked.

After that, points are deducted from your class attendance grade. The grading scale is as follows:

20 classes: A plus (yay!)

18-19 classes: A

17 classes: A minus

16 classes: B plus

15 classes: B

14 classes: B minus

13 classes: C plus

12 classes: C

11 classes: C minus

10 classes: D plus

9 classes D

8 classes: D minus

7 classes and below: F

Weekly Night Reading Responses

You are responsible for four weekly reading responses, on weeks of your choice. These are due by Wednesday at midnight. Reading Responses are posted to a “Discussion” tab on Canvas, and students are encouraged to read each other’s writing before class on Thursday. You are required to write at least two response papers by Week 5 (inclusive of that week). A more detailed explanation of

what we're looking for will be handed out the first day of class.

Papers

Clear thinking and good writing reinforce each other. A large part of your grade in this class will depend on how clearly you can communicate your ideas. We expect your papers to be well-organized, engaging, thoughtful pieces of writing. For each paper, you should expect to return and re-read parts of selected texts as well as your reading and lecture notes.

Map Analysis: This paper asks you to closely engage with and critically analyze with two maps in the book *This is Not an Atlas*. **Three-pages, double-spaced, due Sunday, October 20, by midnight.** More detailed prompt handed out in class.

Group Countermap and Presentation: During Week 1, we will form small groups of four to five students. The groups are responsible for producing a "countermap" (details of the assignment discussed in class) and giving an in-class presentation during Week 10. Throughout the quarter groups will have class time to work together, but I expect groups will find time to meet outside of class as well.

Final Paper: Prompt handed out in class during Week 1. The final paper is due Sunday, December 8, by midnight.

I encourage all students to make use of on campus Learning Support Services, which includes scheduled and drop-in writing appointments, and a writing studio ("an

open writing, working, and reading space that encourages peer to peer collaboration and cross-disciplinary discussion").

<https://lss.ucsc.edu/programs/writing-support/index.html>

*** I post the essay rubric (which tells you how we will grade your papers) to Canvas before the essay is due.

CLASSROOM ETIQUETTE

Please arrive on time to class and expect to stay in class the entire time. Without a compelling reason (e.g. a doctor's appointment) and prior email notification, if you are more than 15 minutes late I count this as an absence. There are exceptions for emergency circumstances; I ask that you communicate with me as soon as feasible.

Because so many of our texts are online maps, you may of course bring a laptop to class. **I ask that you do not use it for email, social media, or any non-class related purpose.** If I see you using your computer for outside purposes, I will count your attendance as a half day. If it happens twice, you will receive an absence.

I suggest using a spiral notebook to take notes and leaving your laptop at home and/or closing it for most of the class (for the most part, during discussion and lecture you won't need it!).

Texting or using your phone during class is not allowed. I can't stress this enough. If you continually use your cell phone or any connected device for non-class related activities, I will ask that you speak to me

after class, as a warning. If it persists, your lecture participation grade will be affected. Texting is distracting to other students—you are diminishing other people’s learning experience. Be respectful of your classroom community ☺

COMMUNICATION WITH PROFESSOR DILLON

Office hours: My office hours are Fridays from 10-1pm. If you can’t make it to campus that day, we can set up an online appointment. Sometimes I’m available to meet outside of office hours, depending on that week. **Please come visit and chat, even if you don’t have specific questions!**

Email policy: You can email me any time, but **I only respond to emails during the work week (Monday-Friday) between 9-6pm. I reserve a 48-hour window response time, unless the email is urgent.** If so, please put the word “Urgent” in the subject line of your email.

ACCOMMODATIONS

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your [Academic Access Letter](#) from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, **as soon as possible in the academic quarter, preferably within 1 week. I also encourage you to discuss with me ways we can ensure your full participation in this course.** I encourage all students who may

benefit to learn about the DRC and the UCSC accommodation process. You can visit the DRC website at drc.ucsc.edu. You can make an appointment and meet in-person with a DRC staff member. The phone number is [831-459-2089](tel:831-459-2089), or email drc@ucsc.edu.

STUDENT SERVICES AT UC SANTA CRUZ

Counseling

College is a tough time for everyone. **If you’re having a difficult quarter, please come talk with me!** If I have a sense of what’s going on, I can watch out for you and make arrangements to help you be successful in class. I also encourage you to reach out to the campus Counseling & Psychological Services office. They offer a range of counseling services. See: <https://caps.ucsc.edu/>.

Basic Needs

College is expensive and many students at UC Santa Cruz struggle to meet their basic needs. If you ever find yourself in this situation, contact Slug Support and visit these webpages (Basic Needs homepage: <https://basicneeds.ucsc.edu/> and Campus Resources: <https://basicneeds.ucsc.edu/campus-resources%20/index.html>).

You can also visit the Cowell Coffee Shop: For the People <https://basicneeds.ucsc.edu/about/cowellcoffee.html> (a non-transactional café and choice based food pantry).

ACADEMIC INTEGRITY

I take plagiarism very seriously. Please also become acquainted with UCSC policies on plagiarism, beginning with the UCSC Library's website, "*What is plagiarism?*" UCSC maintains an **Academic Misconduct Policy for Undergraduates**. If a student has plagiarized in their work, I am required to report them to their College Provost, according to this procedure:
https://www.ue.ucsc.edu/academic_misconduct

ADDITIONAL MAPPING & GEOGRAPHY RESOURCES

Some mapping projects and other resources that might be helpful:

Selected Article PDFs (posted to Canvas)

Crampton, Jeremy W., and Jonh Krygier. "An introduction to critical cartography." ACME: An International E-Journal for Critical Geographies, 4(1): 11-33.

Kaplan, Caren. "Precision targets: GPS and the militarization of US consumer identity." *American Quarterly* 58, no. 3 (2006): 693-713.

Monmonier, Mark. *How to Lie with Maps*. Chicago: University of Chicago Press: 1991: selected chapters.

Peluso, Nancy Lee. "Whose woods are these? Counter-mapping forest territories in Kalimantan, Indonesia." *Antipode* 27, no. 4 (1995): 383-406.

Wainwright, Joel, and Joe Bryan. "Cartography, territory, property:

postcolonial reflections on indigenous counter-mapping in Nicaragua and Belize." *cultural geographies* 16, no. 2 (2009): 153-178.

Examples of Online Critical Mapping Projects and Collaborations

***Many of these came to me as suggestions from brilliant colleagues via Facebook and Twitter, you can see my original Twitter post:

<https://twitter.com/lindseyld/status/1171157933096198144>

Iconoclasistas ("Collective Mapping, Collaborative Research, Critical Cartographies, and Open Source Activist Graphic Resources")

<https://www.iconoclasistas.net/>

***Includes "Collective Mapping+Manual" (Spanish and English):

<https://www.iconoclasistas.net/mapeo-colectivo/>

LittleSis ("a free database detailing the connections between powerful people and organization")

<https://littlesis.org/>

****You can create your own "map of power" online**

See an example of a LittleSis Map: "Who's Banking on the Dakota Access Pipeline"

[https://littlesis.org/maps/1634-who-s-banking-on-the-dakota-access-pipeline?Resistance to Dakota Access Gr
ows](https://littlesis.org/maps/1634-who-s-banking-on-the-dakota-access-pipeline?Resistance%20to%20Dakota%20Access%20Gr%20ows)

Mapping Indigenous LA (UCLA)

<https://mila.ss.ucla.edu/>

White Collar Crime Risk Zones (*The New Inquiry*)

<https://whitecollar.thenewinquiry.com/>

Slave Revolts in Jamaica, 1760-1761: A Cartographic Narrative (Harvard)

Principal Investigator: Vincent Brown

<http://revolt.axismaps.com/>

Research Action Design (a worker-owned research & tech collective)

<https://rad.cat/>

**See an example of one of their projects, “Greater Boston Anti-Displacement Toolkit”

Research Action Design: <https://rad.cat/>

Mapping Police Violence

<https://mappingpoliceviolence.org/>

Urban Omnibus: “The Location of Justice”

<https://urbanomnibus.net/2017/11/map-location-justice/>

The Million Dollar Hoods Project

<https://milliondollarhoods.org/>

Mapping Racial Covenants, Property Ownership & Equity

<https://mappingville.home.blog/author/jordyvager/>

Testbed for the Redlining Archives of California’s Exclusionary Spaces

<http://salt.umd.edu/T-RACES/>

Fractracker Alliance (on oil and gas extraction)

<https://www.fractracker.org/>

The Breathe Project: The Air We Share

<https://breatheproject.org/>

**See map “Black Carbon/Nitrogen Dioxide” of Pittsburgh:

<https://breatheproject.org/pollution-map/>

Mapping Black Ecologies

<http://crdh.rrchnm.org/essays/v02-05-mapping-black-ecologies/>

Maps in news articles

“LA might ban homeless people from sleeping on many streets. What about your block?” (LA Times)

<https://www.latimes.com/projects/homeless-sleeping-maps/#nt=1col-7030col1-main>

“Routes of Least Surveillance” (Wired Magazine)

<https://www.wired.com/2001/11/routes-of-least-surveillance/>

YouTube Talk

Megan Kelly, “Feminist Icon Design,” North American Cartographic Information Society conference 2018 (on feminist cartography):

https://www.youtube.com/watch?list=PLcBEhOBZvhcZZlt_dlb1sbP0ZT_WS7biW&v=DOL0ozcH0dk

READING SCHEDULE

First Day: Introductions!

Thursday, September 26:

Introductions!

Thinking about Space, Place, and Power

September 20-27 is a Global Climate Strike. In respect of this event we will discuss climate change and climate justice in class.

Week 1: Architectures of Social Control

Tuesday, October 1:

Read: Davis, Mike. "Prologue" and "Fortress L.A." In *City of Quartz: Excavating the Future in Los Angeles*, Vintage 1990, pp. 1-15 and 223-260.

Thursday, October 3:

Read: Weitzman, Eyal. "Frontier Architecture." In *Hollow Land: Israel's Architecture of Occupation*. Verso, 2007, pp. 1-16.

Visit and critically engage with: "Conquer and Divide: The Shattering of Palestinian Space By Israel": <https://conquer-and-divide.btselem.org/>

Week 2: Maps Tell Stories

Tuesday, October 8:

Borges, Jorge Luis. "On Exactitude in Science."

"When Maps Lie" by Andrew Wiseman, June 25, 2015. The Atlantic's *CityLab* website (Online only):

<https://www.citylab.com/design/2015/06/when-maps-lie/396761/>

Thursday, October 10:

Camarena, Adriana, "The Geography of the Unseen," In Rebecca Solnit, *Infinite City: A San Francisco Atlas* (Berkeley: University of California Press): 91-101.

Including the map: "The Mission: North of Home, South of Safe."

Week 3: *This is Not an Atlas*

Tuesday, October 15:

"Introduction (Editorial and Counter-Cartographies: The Insurrection of Maps)" In *This Is Not An Atlas: A Global Collection of Counter-Cartographies*, by Kollektiv Oranotango+ (transcript Verlag, Bielefeld): 12-30.

Thursday, October 17:

Choose two maps in This Is Not An Atlas to carefully examine and analyze, and present in small groups during class. Continue to develop your thoughts for the Map Analysis Essay assignment.

****Map Analysis due Sunday, October 20**

Week 4: Political Economy of Cities

Tuesday, October 22:

Avila, Eric. "Chocolate Cities and Vanilla Suburbs: Race, Space, and the New 'New Mass Culture' of Postwar America" and "The Nation's White Spot: Racializing Postwar Los Angeles" in *Popular Culture in the Age of White Flight: Fear and Fantasy*

in Suburban Los Angeles (Berkeley: University of California Press, 2004): 1-64.

Visit and critically engage with:
“Mapping Inequality: Redlining in New Deal America”:
<https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>

Thursday, October 24:

Taylor, Keenaga- Yamahitta. “How Real Estate Segregated America. *Dissent* (Fall 2018). Available at:
<https://www.dissentmagazine.org/article/how-real-estate-segregated-america-fair-housing-act-race>

Visit and critically engage with:
“Urban Displacement Project”:
<https://www.urbandisplacement.org/>

Week 5: Carceral Geographies

Tuesday, October 29:

Gilmore, Ruth Wilson. “Crime, Croplands, and Capitalism,” in *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (Berkeley: University of California Press, 2007): 128-180

Thursday, October 31:

Gilmore, Ruth Wilson. “Mothers Reclaiming Our Children,” in *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (Berkeley: University of California Press, 2007): 181-248.

Visit (you may skim the essay, but attend to the maps and methods of data collection):
“Mapping Police Violence in Los Angeles,” by Treva Ellison and Colby Lenz, in *Scholar and Feminist Online*, Spring 2016:
<http://sfonline.barnard.edu/navigating-neoliberalism-in-the-academy-nonprofits-and-beyond/treva-ellison-colby-lenz-mapping-police-violence-in-los-angeles/>

Week 6: The Production of Space: Black Geographies

Tuesday, November 5:

McKittrick, Katherine. “The Last Place They Thought Of: Black Women’s Geographies,” in *Demonic Grounds: Black Women and the Cartographies of Struggle* (Minneapolis: University of Minnesota Press, 2007): 37-62

Thursday, November 7:

“(Dis)location Black Exodus and the Anti-Eviction Mapping Project” by Ariana Faye Allensworth, Adrienne Hall, and Erin McElroy in *The Abusable Past* (Radical History Review Blog), August 6, 2019
(Online only)

<https://www.radicalhistoryreview.org/abusablepast/?p=3191>

**Pay special attention to the map at the end of the essay: “We Out Here: Spatial Histories of Black Resistance and Memory”

Full Zine available at:

<https://www.antievictionmap.com/blog/2019/7/22/dislocationblack-exodus>

Recommended (available on Canvas):

Herrera, Juan. "Spatializing Chicano power: Cartographic memory and community practices of care." *Social Justice* 42, no. 3/4 (142 (2015): 46-66.

Week 7: Settler Colonialism and the Production of 'Nature'

Tuesday, November 12:

Cronon, William. "The trouble with wilderness." *Environmental history* 1, no. 1 (1996): 1-25.

Visit and critically engage with:

"Welcome to Native Land" <https://native-land.ca/>

Thursday, November 14:

**Visit to Amah Mutsun Relearning Program at Arboretum and Botanic Garden <https://arboretum.ucsc.edu/education/relearning-program/>

Week 8: Queer Geographies

Tuesday, November 19:

Muñoz, José Esteban. "Stages" in *Cruising Utopia: The Then and There of Queer Futurity* (New York: New York University Press, 2009): 97-113.

Thursday, November 21:

"Where do Lesbians Live? New Gallup Numbers Add More Numbers to Pile of Confusing Numbers"

In Autostraddle:

<https://www.autostraddle.com/where-do-lesbians-live-new-gallup-numbers-add-more-numbers-to-pile-of-confusing-numbers-282953/>

Visit: Lesbian & Queer NYC Places (1983-2008):

<http://jgieseking.org/AQNY/AQNYmap>

Recommended (available on Canvas)

Shurin, Aaron, "Full Spectrum" In *Infinite City: A San Francisco Atlas*: 45-50, including the map, "Monarchs and Queens: Butterfly Habitats and Queer Public Spaces."

Week 9: Group map project

Tuesday, November 26:

Class time to work with your group

Week 10: Countermapping Presentations!

**Presentation and discussion of counter-mapping assignments. Yay!

****Final Paper Due Sunday, December 8**