

## Geography 531: Insurgent Cities - Global geographies of urban social movements

Spring 2018

Thursdays, 3:30 – 6:10 pm

[classroom TBD]

This course is a BLENDED/HYBRID course. We will meet in person some weeks, online other weeks.

**Instructor:** Dr. Kristin Sziarto

e-mail: [szarto@uwm.edu](mailto:szarto@uwm.edu)

468 Bolton Hall

Drop-in office hours: Tu/Th 11:15a – 12:30p;

or by appointment

Feel free to e-mail me any time, whether with a question, for an appointment, etc.



Protestors in Madrid, 2013. Sign: "Rescue people, not banks"  
(<http://www.cnn.com/2013/02/23/world/europe/spain-protests/>)

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**Why are people protesting in cities from Cairo to Kolkata, Madrid to Milwaukee?  
Are these "social movements"?**

**What's urban, global, and geographic about protest, social movements?**

This upper-division course explores current and past social movements, activism, resistance, and revolution – all related as forms of collective action – and their **multiscalar geographies**, from the urban, to the national, to the global. From a geographic perspective, social movements use and produce various **spatialities**, in relation to state forms, other social movements and forces, media assemblages, the build environment and so on. This course examines social movements through the lens of spatialities, and considers the theoretical perspectives that inform such understandings of space and place.

Studying social movements and contestation can be itself contested, for many who study movements are themselves activists or affected by contentious politics. The greatest respect must, therefore, be given to everyone in the class who voices their concerns, opinions, and experiences. By the same time, as a course in social research, you will be expected to support your arguments with evidence and consider assertions made in the course material and discussion critically.

### **COURSE FORMAT**

This course is being offered as a **blended (hybrid)** course, which means that we will meet face-to-face, but we will also do online activities in preparation for the face-to-face meetings.

- ⊕ Online activities will be done through UWM's D2L website (<https://idp.uwm.edu/idp/Authn/UserPassword>).
- ⊕ D2L course content is best viewed using the **Firefox** web browser.
- ⊕ Use a computer or laptop hardwired into the wall for taking quizzes and exams. This practice will prevent any loss of signal from causing an error when you submit.

- ⊕ Do not use cell phones for taking quizzes or exams: Signal problems often lead to errors in submitting.
- ⊕ For questions about accessing or working D2L, please contact the UWM Help Desk *before* contacting me. The Help Desk staff know D2L much better than I do, so they can answer your questions better and faster than I can. The Help Desk can be reached at:
  - 414-229-4040 or 877-381-3459 (toll free)
  - <http://www4.uwm.edu/technology/help/campus/gettechhelp.cfm>

## COURSE REQUIREMENTS

Because this course is upper-division and blended, there are several important prerequisites, requirements, and recommendations:

### Prerequisites:

- ⊕ You must have at least junior standing.
- ⊕ You must have regular access to a computer able to connect to D2L, and be reasonably proficient with the hardware and software.
- ⊕ You must be motivated and able to organize your time to complete the online activities independently.
- ⊕ You must be prepared to make time to read all the class material for face-to-face discussion and work on it independently prior to class meetings.

### Requirements:

- ⊕ You must attend and participate in the face-to-face classes.
- ⊕ You must bring copies of the readings with you to the f2f class meeting. All readings will be provided on D2L, and you should download them to your device or print them ahead of class. Downloaded or printed copies are acceptable. Using class time to download the readings is not acceptable.
- ⊕ You must complete the online modules according to the instructions and by the deadlines.
- ⊕ There is no textbook for this course.

### Recommendations:

- ⊕ You will do best if you have already taken a related course...
  - In Geography, that would mean a regional, economic, political, social or cultural Geography course (for example, Geog 110, Geog 114, Geog 231, Geog 309, Geog 330, etc.), OR
  - Various courses in allied disciplines in which concepts of identities, power relations, and the state are addressed would help.
- ⊕ You should be ready to address material from many different places on our planet, which will mean encountering new words, some of them from other languages, and new information about a wide range of social movements, often in quite different political and cultural contexts than your own.
- ⊕ You should be ready to read theoretically challenging material, which at first may be difficult to understand, and try to ask questions about it or find other ways of grappling with new and difficult ideas.

- ⊕ You should be ready to engage with other students' thinking with respect and generosity, as well as critical thinking.
- ⊕ You should be ready to accept feedback on your work and use that feedback to improve.

## COURSE OBJECTIVES

This is a social science course, designed to develop your critical thinking and ability to analyze contemporary geopolitical, global, and urban political issues.

By the end of this course, you will be able to:

- Understand the basic terminology of social movement theory across disciplines.
- Understand the key terminology of geographic perspectives on social movements.
- Understand the interrelations of spatial and social formations and processes in social movements.
- Recognize and understand key spatialities that affect and are used or produced by social movements, including place, networks, scale, mobilities, public space, territory, the urban, and the rural.
- Critique claims made about about key spatialities of social movements in various media.
- Apply some of these tools and theories to the analysis of a social movement or social organization, or related phenomenon.
- Communicate your ideas and analysis of social movements and theories to others, and engage in informed discussion of these topics and issues.

## COURSE MATERIALS

All of the required readings will be available to you on the course D2L site. We will read many scholarly articles and some selections from books. For your own research project (the annotated bibliography), you will need to use the UWM Libraries database for access to digital materials as well as the UWM Libraries stacks for relevant books.

## COURSE WORKLOAD

You can expect to spend 6 hours per week on this course outside of class in weeks we meet face-to-face, and 9 weeks when we do our work online. This course is a 3-credit course, which means a total of 144 instructional hours (that is, 9 hours per week in a 16-week semester). Your time commitment for one week of this course in a week with a face-to-face meeting might look something like this:

- Ⓢ 2 to 3 hours reading the assigned articles or chapters and taking notes
- Ⓢ ½ -1 hour taking the online quiz
- Ⓢ ½ - 1+ hour working on your annotated bibliography

In a week that is all online, your work might look like this:

- Ⓢ 2 to 3 hours reading the assigned articles or chapters and taking notes
- Ⓢ ¼ hour posting a question and comment (Q&C) on the week's work
- Ⓢ ½ hour taking the online quiz
- Ⓢ ½ to 1 hour drafting your initial discussion post
- Ⓢ ½ to 1 hour responding to classmates' posts
- Ⓢ 1+ hour working on your annotated bibliography

## ASSESSMENT

Grades in this course will be determined as follows:

Learning objective	Assignment	Percentage of grade
<ul style="list-style-type: none"> <li>➤ Understand the basic terminology of social movement theory across disciplines.</li> <li>➤ Understand the key terminology of geographic perspectives on social movements.</li> <li>➤ Understand the interrelations of spatial and social formations and processes in social movements.</li> </ul>	Quizzes  11 quizzes throughout semester Lowest quiz dropped so that 9 count	15%
<ul style="list-style-type: none"> <li>➤ Recognize and understand key spatialities that affect and are used or produced by social movements, including place, networks, scale, mobilities, public space, territory, the urban, and the rural.</li> <li>➤ Critique claims made about about key spatialities of social movements in various media.</li> </ul>	Midterm exam  Final exam	15%  15%
<ul style="list-style-type: none"> <li>➤ Apply some of these tools and theories to the analysis of a social movement or social organization, or related phenomenon.</li> </ul>	Annotated bibliography  Proposal - 1% Draft 1 - 5% Draft 2 - 5% Each peer review - 2% Final draft - 20%	33%
<ul style="list-style-type: none"> <li>➤ Communicate your ideas and analysis of social movements and theories to others, and engage in informed discussion of these topics and issues.</li> </ul>	Discussion posts (4)  In-class work and discussion  Peer review (included in annotated bibliography stages) Presentation on annotated bibliography (included in annotated bibliography stages)	12%  10%

## GRADING POLICY

See the following site for UWM policy on grades and grading:

<http://uwm.edu/registrar/students/enrollment-policies/#grading>

## Guide to grades

94-100%	A	80-82%	B-	66-69%	D+
90-93%	A-	76-79%	C+	63-65%	D
86-89%	B+	73-75%	C	60-62%	D-
83-85%	B	70-72%	C-	57-59%	F

## **DUE DATES, PENALTIES FOR LATE WORK, AND MAKE-UP ASSIGNMENTS**

Because this is a blended/hybrid course, you have *far more responsibility* for ensuring your adequate course progress than in a typical face-to-face course. You will be given a certain amount of flexibility in completing course requirements (e.g., when during the week you choose to take the weekly quiz before the Monday night deadline), but it is imperative that you complete these requirements on time or your grade will suffer.

### Due dates

Please see the course schedule and/or the assignment documents for assignment deadlines. If another important event or course deadline converges with a deadline for Geog 531, it is your responsibility to plan your work accordingly. Always check the latest news posting on the course D2L site for any changes in deadlines.

### Penalties for late work

To be fair to students in the course who turn their work in on time, unless a documented medical or personal emergency arises, any work turned in late will be penalized 10% of your grade the first day it is late (from 0-24 hours of the due time/day), 10% the second day (25-48 hours), and an additional 10% for each 24-hour period thereafter. Please see me immediately if you know you will have a problem turning your work in on time.

### Make-up assignments and exams

Again in the interest of fairness to all students, you may not reschedule assignment due dates or retake exams unless a documented medical or personal emergency arises. In such a case, it is your responsibility to contact me immediately to reschedule a make-up date for online quizzes or papers.

## **CLASS CONDUCT & NETIQUETTE**

In both the face-to-face and virtual classroom spaces, we must work together to create a positive learning environment, and I expect you to *respect the rights of other students to learn*.

### Face-to-face class

- Ⓢ Please come to the class on time and stay until the end. If you must come in late or leave early, please avoid distracting other students or disrupting the lecture or discussion.
- Ⓢ Please respect me and your fellow students when we are speaking by not engaging in side conversations with your classmates.
- Ⓢ Please turn off your cell phone when you come to class. If you must leave it on for some reason (e.g., in case of family emergency), please set it to “silent” and sit near an exit.

- Ⓢ You may use laptops, PDAs, or other electronic devices in class only to record lecture notes, complete class-related activities, or refer to digital copies of course texts or notes. Please do not use such devices for e-mail, messaging, web-surfing, gaming, or other activities during class.
- Ⓢ At times we will discuss controversial issues in this course, and students in the class will not always be on the same side. I hope that you will seek to develop an understanding of the different perspectives on the topics we address—including positions that differ from your own—and to challenge your own preconceptions.
- Ⓢ Even if you disagree with points of view expressed by your instructor or your fellow students, as citizens of this class you are responsible for considering different points of view respectfully. I will do the same.

### **Netiquette, or civility in online discussion**

All of the above rules apply as appropriate. Furthermore, because of the nature of the online environment, additional guidelines are as follows:

- Ⓢ Although the online environment often makes people feel alone and anonymous, in the D2L discussions all of your classmates and I can read whatever you post. Choose your words carefully.
- Ⓢ Hostile, threatening, or inappropriate comments posted to the discussion board or emailed to other course participants are serious breaches in academic integrity and will not be tolerated.
- Ⓢ Although disagreements are encouraged in discussions, *abuse and cruelty will not be tolerated*. Such posts will lower your grade in the course.
- Ⓢ Tips for effective emails and posts:
  - Properly address your emails, e.g., “Dear Dr. Sziarto” or “Hi Kristin,” and put the course name and number in the subject line.
  - Review your email/post before you send it to ensure proper tone and clarity.
  - Minimize use of all caps or other text that could be construed as yelling.
  - Be kind to others and tolerant of errors in their emails/posts. You could easily make the same error.
  - Most importantly, strive for each email/post to achieve a constructive objective (e.g., getting a question answered, seeking or providing feedback).

### **ACADEMIC INTEGRITY**

In this course, you will be doing research and presenting your findings in writing. You will to some extent rely on the previously published work of others, and their work should be properly attributed. Failing to properly cite and/or mark quotations of other’s work is plagiarism, a violation of academic integrity. If you have questions about how to attribute others’ work, please talk with me. Additional information regarding UWM policies and procedures on academic conduct is online at [http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm).

### **ACCESSIBILITY**

I am committed to making this course accessible to all enrolled. First, I aim to establish a classroom environment that respects all peoples' diversity. Further, if you need certain accommodations because of physical ability, financial limitations, religious observances, technology issues, please contact me as soon as possible. I will assist you directly or help you find the services you need on the UWM campus.

All of the University of Wisconsin-Milwaukee's official policies on disabilities, religious observances, active military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, and grade appeal procedures apply in this course. For all UWM academic policies, please see the following web site: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>.

## **CHANGES TO THE SYLLABUS OR COURSE SCHEDULE**

There may be changes to the scheduled topics and/or readings. Any such changes will be announced in lecture and posted on D2L well in advance. In the event of disruption of normal classroom activities due to a massive flu outbreak, severe weather events, or other large-scale phenomena, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

## **COMMUNICATIONS**

Although there are many forms of digital communication, in this class we will communicate with each other using our UWM e-mails and D2L. Yes, they are not exciting or new, but they are university-provided and secure.

Since class will only meet once a week, the best way to reach me is e-mail.

- Ⓜ If you e-mail me during Monday-Friday, you can expect a reply within 36 hours (if I do not reply within 36 hours, e-mail me again!
- Ⓜ If you e-mail me on the weekend, it may take me longer to reply, up to 72 hours.
- Ⓜ Make sure you put the course name and number in the subject line).

I am also available to talk face-to-face during my drop-in office hours, right after class (briefly), or by appointment (e-mail to set up a meeting).

You will find it useful to stay in touch with your classmates regarding assignments, studying together for exams, etc. For such purposes I will set up Discussion forums in D2L for not only the course assignments, but Discussion spaces for communicating about other course matters as well.

## **QUESTIONS?**

→If you have questions, comments, or concerns about the class, please get in touch with me.

--Dr. Kristin Sziarto

## READINGS WEEK BY WEEK (NOTE WHICH WEEKS ARE ONLINE!) <sup>1</sup>

### **Week 1: Introduction to social movements**<sup>2</sup>

- Brown, Michael. (2008) "Working political geography through social movement theory: The case of gay and lesbian Seattle," in K. Cox, M. Low & J. Robinson, eds. *The Handbook of Political Geography* (London: Sage), pp. 353-377. (& \*)<sup>3</sup>
- Nicholls, Walter. (2007). The Geographies of Social Movements. *Geography Compass* 1 (3), 607-622.
- Maignashca, B. (2011). Looking Beyond the Spectacle: Social Movement Theory, Feminist Anti-globalization Activism, and the Praxis of Principled Pragmatism. *Globalizations* 8 (4), 535-549. (&)

### **Week 2 (ONLINE Module 1): Introduction to spatialities of social movements**

- Leitner, Helga, Eric Sheppard, and Kristin Sziarto. (2008). The spatialities of contentious politics. *Transactions of the Institute of British Geographers* NS 33 (2): 157 - 287.
- Jessop, B, Neil Brenner, and Martin Jones. (2008). Theorizing sociospatial relations. *Environment and Planning D: Society and Space* 26, 389-401.

### **Week 3: Place and space**

- Wilson, Bobby M. (2002). America's Johannesburg and the Struggle for Civil Rights: A Critical Geography. *Southeastern Geographer* 42 (1), 81-93.
- Massey, Doreen. (1994). A Global Sense of Place. Pp. 146-156 in *Space, Place and Gender*. London: Polity Press. (&)
- Meek, David. (2012). YouTube and Social Movements: A Phenomenological Analysis of Participation, Events and Cyberplace. *Antipode* 44 (4), 1429-1448.

### **Week 4 (ONLINE Module 2): Networks**

- Bosco, Fernando J. (2001). Place, space, networks, and the sustainability of collective action: the *Madres de Plaza de Mayo*. *Global Networks* 1 (4), 307-329. (&)
- Conover, M.D., C. Davis, E. Ferrara, K McKelvey, F. Menczer, and A. Flammini. (2013) The Geospatial Characteristics of a Social Movement Communication Network. *PLoS ONE* 8(3): e55957. doi:10.1371/journal.pone.0055957
- Hill Collins, Patricia, and Sirma Bilge. (2016). Intersectionality: Key concepts. Cambridge: Polity Press. Chapter 1, pp. 1-30. (&)

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<sup>1</sup> The readings are ALL available in digital format from the course D2L site.

<sup>2</sup> On D2L you may see more readings posted. These are required of the graduate students. You are welcome to read them, too, and encouraged to if they are relevant to your annotated bibliography.

<sup>3</sup> Readings are marked as to Women's and Gender Studies content (&), and/or Urban Studies content (\*).



### **Week 5: Scale**

- Smith, Neil. (1992). Contours of a Spatialized Politics: Homeless Vehicles and the Production of Geographical Scale. *Social Text* 33, 54-81.
- Kurtz, Hilda. (2003). Scale frames and counter-scale frames: constructing the problem of environmental injustice. *Political Geography* 22 (8), 887-916.

### **Week 6 (ONLINE Module 3): Public space**

- Mitchell, D. and L. A. Staeheli. (2005). Permitting Protest: Parsing the Fine Geography of Dissent in America. *International Journal of Urban and Regional Research* 29 (4), 796-813.
- Lee, Nelson K. (2009). How is a political public space made? The birth of Tiananmen Square and the May Fourth Movement. *Political Geography* 28, 32-43.
- Potuoğlu-Cook, Öykü. (2015). Hope with qualms: A feminist analysis of the 2013 Gezi protests. *Feminist Review* 109, 96-123. (&)

### **Week 7: Territory & the state**

- Bryan, Joe. (2012). Rethinking Territory: Social Justice and Neoliberalism in Latin America's Territorial Turn. *Geography Compass* 6 (4), 215-226.
- Dear, M.J., & Wolch, J.R. (1989). How territory shapes social life. In M.J. Dear & J.R. Wolch (Eds.), *The Power of Geography: How Territory Shapes Social Life*. New York: Routledge.
- Davis, Sasha. (2017). Apparatuses of occupation: translocal social movements, states and the archipelagic spatialities of power. *Transactions of the Institute of British Geographers* NS 42, 110-122.

### **Week 8 (ONLINE): Midterm exam**

### **Week 9: Spring break**

### **Week 10: Globalizing social movements**

- Chatterji, Minya. (2013). The Globalization of Politics: From Egypt to India. *Social Movement Studies* 12 (1), 96-102.
- Fregonese, Sara. (2012). Mediterranean Geographies of Protest. *European Urban and Regional Studies* 20(1), 109-114.
- Zhang, Lu. (2009). Chinese Women Protesting Domestic Violence: The Beijing Conference, International Donor Agencies, and the Making of a Chinese Women's NGO. *Meridians* 9 (2), 66-99. (&)

### **Week 11: The politicizing city**

- Dikeç, Mustafa, and Erik Swyngedouw. (2016). Theorizing the politicizing city. *International Journal of Urban and Regional Research*. DOI: 10.1111/1468-2427.12388.
- Klodowsky, Fran, Janet Siltanen, and Caroline Andrew. (2013). Urban Contestation in a Feminist Register. *Urban Geography* 34 (4), 541-559. (&)

### **Week 12 (ONLINE Module 4): What about rural social movements?**

Wolford, W. (2003). Families, Fields, and Fighting for Land: The Spatial Dynamics of Contention in Rural Brazil. *Mobilization* 8 (2), 157-172.

Caldeira, Rute. (2009). The Failed Marriage between Women and the Landless People's movement (MST) in Brazil. *Journal of International Women's Studies* 10 (4), 237-258. (&)

Essen, E. V., H.P. Hansen, H.N. Kallstrom, M.N. Peterson, T.R. Peterson. (2015). The radicalization of rural resistance: How hunting counterpublics in the Nordic countries contribute to illegal hunting. *Journal of Rural Studies* 39, 199-209.

### **Week 13: Gendered and gendering movements and spaces**

Winegar, Jennifer. (2012). The privilege of revolution: Gender, class, space, and affect in Egypt. *American Ethnologist* 39 (1), 67-70. (&)

Balaban-Sali, Jale, and Şeyma Esin Erben. (2016). A gender perspective on social media tagging: The case of Twitter hashtags of Gezi Park protests. *Culture, Language, and Representation* 15, 171-184. (&)

Smith, Sara. (2011). 'She says herself, "I have no future"': love, fate and territory in Leh District, India. *Gender, Place and Culture* 18 (4), 455-476.

### **Week 14: Graduate student presentations**

### **Week 15: Graduate & undergraduate student presentations**

### **Week 16: Undergraduate student presentations**

### **Week 17 (ONLINE): Final exam**

The final exam will be much like the midterm exam. It will be due to the D2L Dropbox by 11:59 pm on the date assigned for our final exam by the University.

## COURSE SCHEDULE

	Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Jan 2018	1	22	23	24	25 <b>Face-to-face class: Introductions</b>	26 <b>Q&amp;C 1 due by 11:59 pm</b>	27/28
	2	29 <b>Quiz 1 DUE by 11:59 pm</b>	30	31 <b>Quiz 2 DUE by 11:59 pm</b>	1 <b>Online Module 1 DUE 11:59 pm: Spatialities</b>	2 <b><u>Annot bib</u> proposal due</b>	3/4
Feb 2018	3	5	6	7 <b>Quiz 3 DUE by 11:59 pm</b>	8 <b>Face-to-face class: Place &amp; space</b>	9	10/11
	4	12 <b>Q&amp;C 2 due by 11:59 pm</b>	13	14 <b>Quiz 4 DUE by 11:59 pm</b>	15 <b>Online Module 2 DUE by 11:59pm: Networks</b>	16	17/18
	5	19	20	21 <b>Quiz 5 due by 11:59 pm</b>	22 <b>Face-to-face class: Scale</b>	23	24/25
	6	26 <b>Q&amp;C 3 due by 11:59 pm</b>	27	28 <b>Quiz 6 due by 11:59 pm</b>	1 <b>Online Module 3 DUE 11:59pm: Public space</b>	2	3/4
	7	5 <b><u>Annot bib</u> draft 1 due</b>	6	7 <b>Quiz 7 due by 11:59 pm</b>	8 <b>Face-to-face class: Territory and the state</b>	9	10/11
Mar 2018	8	12	13	14	15 <b>Online: MIDTERM EXAM DUE (by 11:59 pm)</b>	16	17/18  Spring break begins -

	Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Mar 2018	9	19 Spring break this week →	20	21	22 No class Spring break	23	24/25
	10	26  <b><u>Peer review of annot bib due by 11:59 pm</u></b>	27	28  Quiz 8 due by 11:59 pm	29 <b>Face-to-face class: Globalizing movements</b>	30	31/1
Apr 2018	11	2	3	4  Quiz 9 due by 11:59 pm	5 <b>Face-to-face class: Cities</b>	6	7/8
	12	9  <b><u>Q&amp;C 4 due by 11:59 pm</u></b>	10	11  Quiz 10 due by 11:59 pm	12 <b>Online module 4 due 11:59 pm: The rural</b>	13	14/15
	13	16	17	18  Quiz 11 due by 11:59 pm	19 <b>Face-to-face class: Gendered/ Gendering movements</b>	20	21/22
	14	23  <b><u>Annot bib. draft 2 due by 11:59 pm</u></b>	24	25	26  <b>Face-to-face class: Graduate Presentations</b>	27	28/29
May 2018	15	30  <b><u>Peer review 2 of annot bib due by 11:59 pm</u></b>	1 MAY DAY	2	3  <b>Face-to-face class: Grad. &amp; Undergrad. presentations</b>	4	5/6
	16	7	8	9	10  <b>Face-to-face class: Undergrad. presentations</b>	11 Study day <b><u>Annot.bib. Final due by 11:59 pm</u></b>	12/13
	17	Exam week is May 12, and May 14-19. Final exam due to Dropbox by 11:59 pm, date TBD. <a href="http://uwm.edu/registrar/students/final-exam-schedule-information/spring-final-examination-schedule/">http://uwm.edu/registrar/students/final-exam-schedule-information/spring-final-examination-schedule/</a>					