Context:

Geopolitical changes at the end of the cold war challenged then conventional notions of the importance of boundaries and territories in the political organization of postmodernity. Shifting political identities after the cold war were no less dramatic: new states appeared regularly, often justified in terms of self determination. The concurrent debate about globalization was in part one about the new geographies of politics and culture as well as recognition of the new economic realities of the times. Academic studies of territoriality and boundaries have evolved to reflect and analyze these changing geopolitical patterns and processes. In one sense, now the capabilities of territorially defined political entities seem ever more doubtful in the face of processes of urbanization, globalization, the “war on terror”, contemporary militarization and climate change. Yet, borders are increasing in number and being enhanced in an ostensibly borderless world.

Critical thinking of many forms – post structural, feminist, post-colonial most prominent among them – have engaged the assumptions of stable territorial political identities and suggested that spatial assumptions are part of what need to be investigated if scholars are to unravel the complexities of contemporary forms of violence, culture, economy and politics. The ethics of inter-cultural dialogue are set in the contexts of boundaries and immigration, diasporic politics and mobile subjectivities. Interdisciplinary investigations of all of these things have repeatedly questioned the spatial premises of contemporary political thinking. In doing so the territorial specifications of politics are repeatedly put in question.

Objectives:

This course explores territoriality as a political and intellectual strategy through an investigation of contemporary writings on international relations, geopolitics, security, war, sovereignty, ethics, and identity politics. To do so it draws on the contemporary literature in international relations, political geography and more generally on literature in contemporary social and political theory. The first portion of the course will examine theoretical issues. In the balance of the course, these theoretical issues will be used to interrogate specific topics selected by course participants for seminar presentations.
Territorial Separation and Re-alignment
Course Evaluation:

*Participation and seminar presentation 50%; paper 50%.* Participation will be judged on the basis of thoughtful contributions to the weekly discussion (10%), a single page commentary on the assigned readings submitted at the beginning of the seminar each week for eight weeks (3%/week x 8 weeks=24%) and the seminar presentation (16%).

Required Reading:

All required readings for this course are journal articles available online through the Carleton University Library.

**Weekly Schedule of Seminar Topics and Required Readings:**

**Week 1 (January 8) Introduction and Orientation**

**Week 2 (January 15) Knowing Spaces**


**Week 3 (January 22) Territorial Foundations**


**Week 4 (January 29) Critical Geopolitics**


**Week 5 (February 5) Borders and Borderlands**


**Week 6 (February 12) Crossing Territories**


Week 7 (February 26) Environmental Spaces


Week 8 (March 5) Governance and Geography


Weeks 9, 10, 11, 12 (March 12, 19, 26, April 2) Student Presentations / Discussions

Week 12 Conclusion (paper deadline)

Grades and Evaluation

*Participation* is an important component of this course, and the seminar will work only as a venue to explore the difficult issues raised by the contemporary literature on territoriality if there is a sustained dialogue among all students. A required weekly single sheet commentary on the readings is designed to focus attention on the key issues and to provide a vehicle for clarifying questions and comments to be raised in the seminar. It may be written as a series of questions,
comments, meditations or personal reflections on the readings, but it must engage each of the assigned readings each week. It will not be formally graded but students will be notified if their contributions are not adequately coming to terms with the themes in the literature. The total grade for the eight commentaries is worth 24% of the overall course grade, and this will be reduced accordingly if any commentaries are not submitted. As part of the participation component of the course, students will also be expected to respond to each other’s presentations in the second part of the course. Students will be assigned to briefly respond to two presentations by posing the presenter a number of prepared questions.

**Seminar presentations** will be grouped into thematically logical clusters, so that presentations on similar themes will occur on the same day. Presentations may offer a critical interrogation of a particular text, or deal more broadly with the application of the theories discussed in the first half of the course to some particular historical or contemporary problem involving territorial claims or conflicts. Each presenter is responsible for selecting her or his own topic, and for selecting one reading that acts as background and/or theoretical contextualization for the presentation. These have to be selected early enough so that they can be made available for reading in advance of the presentation. A single page outline of the presentation should be circulated in the seminar during the presentation. Presentations must be focused and to the point. They must be limited to **ten minutes**. You will be requested to stop your presentation if you exceed twelve minutes.

**Papers** may be an elaborated version of the seminar presentation. The papers may address any empirical or theoretical issue that is germane to the course themes. The key requirement for an acceptable paper for this course is that the theoretical material on territoriality is put to work in the paper to interrogate some historical or contemporary theme. Theoretical papers on the themes of territory, territoriality and related matters of international relations, geopolitics and social theory are also encouraged.

Papers must be original in that they will be written specifically for this course. They will be clearly organized and articulate a theme or argument. They must use the appropriate literature and sources that would normally be expected for a paper being prepared for publication in a scholarly journal. They will be approximately 5,000 but no longer than 6,000 words in length (excluding references and notes), correctly and completely referenced, using any one of the standard academic reference or footnoting styles. Each of these factors will be taken into consideration in evaluating the paper. **Deadline: April 2 in class.**

**Note on Institutional Offences and Academic Accommodations**

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.
Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s), in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://carleton.ca/equity/accommodation/.

**PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course instructor. A rigorous investigation is conducted by the Office of the Faculty Dean, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial.
Background Reading

The discussions in this course draw on a wide variety of intellectual sources in many disciplines. Various editions of the *Dictionary of Human Geography* may provide useful geographical reference material. The special double issue of *Theory, Culture and Society* (23, 2&3, May, 2006) may be helpful for many aspects of contemporary social theory. Resources related to this course may be found as well in the NPSIA reading room, DT 1326.


Other books and articles will be suggested for expanded reading with regard to each theme during the first half of the seminar course.

Instructor’s autobiographical note

Victor Konrad is Adjunct Research Professor of Geography and Environmental Studies at Carleton University. Dr. Konrad was Visiting Fellow at the Border Policy Research Institute, Western Washington University, in 2009. From 1990-2001, he established the Canada-U.S. Fulbright Program and the Foundation for Educational Exchange between Canada and the United States. During the 1970s and 1980s, he was a professor of Geography and Anthropology at the University of Maine, and Director of the Canadian-American Center. Dr. Konrad was President of the Association of Canadian Studies in the United States and recipient of the Donner Medal. His most recent book, *Beyond Walls: Re-Inventing the Canada-United States Borderlands*, was published in 2008 by Ashgate. Dr. Konrad has been engaged in border research and public policy since the early 1980s. He is President-elect of the Association of Borderlands Studies and serves on the International Advisory Board of the *Journal of Borderlands Studies*. 