

ANT6973-01: Space and Place

Thursday, 9:00AM-11:45AM

instructor: Dr. Jamon Halvaksz, II

office: HSS 4.03.24

office hours: Thursday 12:00 am- 3:00 *and by appointment*

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'Space' is more abstract than 'place'. What begins as undifferentiated space becomes place as we get to know it better and endow it with value.

-Yi Fu Tuan

To farm is to be placed absolutely.

-Wendell Berry.

For me, places are articulations of 'natural' and social relations, relations that are not fully contained within the place itself.

-Doreen Massey

Description:

This course examines theories of space and place as utilized in Anthropology. In addition to foundational texts on Marxist, and phenomenological approaches we will also read contemporary accounts of space and place grounded in indigenous ontologies.

Learning outcomes:

Students will gain an understanding of theories of space and place in the social science, as well as their applications.

Required text

Bachelard, Gaston. 1994. *The Poetics of Space*. Beacon Press

Donaldson, Emily. 2019. *Working with the Ancestors*. University of Washington Press

Gordillo, Gaston. 2014. *Rubble: the afterlife of destruction*. Duke University Press

Ka'ili, Tevita. 2018. *Marking Indigeneity*. University of Arizona Press

Lefebvre, Henri. 1992. *The Production of Space*. Wiley-Blackwell

Soja, E. 1996. *Thirdspace*. Blackwell Publishing

Other readings will be posted on Blackboard, online. Make sure that you have access and can download each article. You will be expected to bring readings to class for discussion.

Creating a diverse and inclusive classroom

We share responsibility in creating and maintaining an inclusive classroom. Part of what makes humanity tick is our ability to use our diverse backgrounds to solve problems. This requires that we show both empathy and genuine curiosity about the ideas and thoughts of others, learning from each other as much as from course content. Hateful and derogatory language and content will not be tolerated.

Requirements and Grading

Participation: This is a seminar and your participation is necessary for it to succeed. Students will be evaluated throughout the course with midterm participation grades posted to blackboard. Attendance, of course is an indicator of participation.

Discussion Leadership, critical evaluation and discussion: In groups of 2, students will lead discussion twice during the course of the term (25 pts. each). For each presentation, students will circulate a handout with major themes and discussion questions the night before class. More than summary, these will critically evaluate the work, taking a position for or against different elements of the author's argument. During the presentations, students will present a brief summary of the assigned readings, raise critical questions and direct the rest of the class in discussions. You will be graded on the handout, presentation content and style, as well as mastery of the material. All students are expected to read and consider the handout prior to class in relation to their own reading of the text.

Point Distribution

Participation	16.5%	50
Reaction Statements	33%	100
Discussion leadership	16.5%	50
<u>Final paper</u>	<u>33%</u>	<u>100</u>
		300

Reaction Statements: Each student will be expected to write 10 reaction statements over the course of the term. These must be at least 2 full pages of written text excluding heading and references cited; typed, double-spaced. Anything less will receive a zero. These are due by 9AM each Tuesday, the day before class, via email as a word document. The statements should focus on themes and points of interest to the student and **MUST** synthesize ideas in the readings. They should **NOT** dwell in abstraction and personal experiences, and do **NOT** simply summarize. (10 points each).

Final Paper: Students will write a 10-15 pages research paper exploring and building upon one of the approaches discussed in the course. These should not be limited to a regional approach, but explore the topic broadly and extensively. For example, one might choose phenomenological approaches to place. The primary focus will be a review of the literature, but should also identify gaps and potential places for future contribution. By week 6 please meet with me to discuss your topic.

Grade Percentage

A+ 97-100%

A 93-96%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

F <60%

Final grades will be determined using a +/- grading system, and completion of each item is required for a passing grade in the course.

Academic Policies, including Misconduct: The University of Texas at San Antonio has clear policies concerning disruptive classroom behaviors, plagiarism, and other forms of misconduct (see www.utsa.edu/infoguide/appendices/b.cfm). Plagiarism can be as simple as collaborating with a classmate on an assignment that is intended to show individual effort. A common form in this class is failure to appropriately cite sources in the ethnography paper. More serious forms include cheating or copying another's work as your own. Cutting and pasting from internet sources is particularly problematic as the material on-line is not always accurate, and this is plagiarism. The college's policies regarding this and other misconduct are available in written form, and you are expected to know them and follow them. You can also refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action (<http://www.utsa.edu/OSJA/index.cfm>). There are clear procedures for instructors and students to follow in the event of misconduct, harassment, or other unwanted behaviors, along with appropriate consequences for infractions. Students who ignore these policies will minimally receive an F on the associated assignment, but could receive an F for the course at my discretion.

Access/Accommodations: Reasonable accommodations will be provided for students with disabilities and learning needs. If you need accommodation in order to fully participate in the course, information about the Disability Services can be found at their web site (www.utsa.edu/disability/), or call them at 458-4157. Please let me know if there is anything that I can do as well.

Campus support: I encourage you to utilize the academic support services available to you through the Tomás Rivera Center (TRC) to assist you with building study skills and tutoring in course content. These services are available at no additional cost to you. And they can be helpful for both undergraduate and graduate students. The TRC has several locations at the Main Campus and is also located at the Downtown Campus. For more information, visit the web site at www.utsa.edu/trcss or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.

Please refer to additional information about university and class policies at the end of this document.

SCHEDULE

This syllabus is subject to change at the instructor's discretion.

Week 1, January 20: Introduction to the course

Week 2, January 27

Read: Casey, Edward. *The Fate of Place: A Philosophical History*, chapters 1-4

Harvey, David. *Spaces of Hope*, Chapter 2, pp 21-40

PRODUCTION OF SPACE

Week 3, February 3

Read: Lefebvre, *The Production of Space*, Chapters 1-3

Week 4, February 10

Read: Lefebvre, *The Production of Space*, Chapters 4-7, Afterword

Week 5, February 17

Read: Soja, *Thirdspace*

Week 6, February 24

Read: Bourdieu. 1970. The Berber House

Foucault. 1986 [1967]. Of Other Spaces: Heterotopias and Utopias

Low, Setha. 2017. Security at Home: How private securitization practices increase state and capitalist control. *Anthropological theory*. 17(3):365-381

Massey, Doreen. 1991. Flexible Sexism. *Environment and Planning D*, 9(1): 31-57

West, Paige. 2005. Translation, Value, and Space: Theorizing an Ethnographic and Engaged Environmental Anthropology. *American Anthropologists* 107(4): 632-642

THE EXPERIENCE OF PLACE

Week 7, March 3

Read: Bachelard, *The Poetics of Space*

Week 8, March 10

Read: Basso, Keith. 1996. "Wisdom sits in Places: Notes on a Western Apache Landscape". In *Senses of Place*. Santa Fe: School of American Research, 53-90

Bender, Barbara. 2002. 'Time and Landscape.' *Current Anthropology* 43 (Supplement):S103-S112

Feld, Steven. 1996. "An Acoustemology of Place Resounding in Bosavi, Papua New Guinea. In *Senses of Place*. Santa Fe: School of American Research, 91-136

hooks, bell. 1989. Choosing the Margin as a Space of Radical Openness. *Framework: The Journal of Cinema and Media* No. 36 (1989), pp. 15-23

Raffles, Hugh. 2003. Fluvial Intimacies. chpt 7 of *In Amazonia*

Spring Break March 14-18

INTERVENTIONS INTO SPACES AND PLACES

Week 9, March 24

Read: Hanson, Susan. 1992. Geography and Feminism: Worlds in Collision? *Annals of the Association of American Geographers*. 82(4) 569-586

Hawthorne, Camilla. 2019. Black Matters are Spatial Matters: Black geographies for the twenty-first century. *Geography Compass*. 1-13

Merry, Sally Engle. 2001. Spatial Governmentality and the New Urban Social Order: Controlling Gender Violence through Law. *American Anthropologist* 103(1):16-29

Mollett, Sharlene & Caroline Faria. 2018. The spatialities of intersectional thinking: fashioning feminist geographic futures. *Gender, Place & Culture*, 25:4, 565-577, DOI: 10.1080/0966369X.2018.1454404

Valentine, Gill. 2007. Theorizing and Researching Intersectionality: A Challenge for Feminist Geography, *The Professional Geographer*, 59:1, 10-21, DOI: 10.1111/j.1467-9272.2007.00587.x

Week 10, March 31

Read: Kirksey, E. 2015. Chapter 9 and Conclusion. *Emergent Ecologies*. Duke University Press. <https://doi.org/10.2307/j.ctv11cvzzq>

Panelli, Ruth. 2010. More-than-human social geographies: Posthuman and other possibilities. *Progress in Human Geography* 34(1): 79-87

van Dooren, T., & Rose, D. B. 2012. Storied-places in a multispecies city. *Humanimalia*, 3(2), 1-27. <https://doi.org/10.52537/humanimalia.10046>

Wright, Sarah. 2015. More-than-human, Emergent Belongings: A Weak Theory Approach. *Progress in Human Geography*. 39(4): 391-411.

Week 11, April 7

Read: Coulthard, Glen and Leanne Betasamosake Simpson. 2016. Grounded Normativity/ Place-Based Solidarity. *American Quarterly*. 68(2):249-255

Hau'ofa, Epeli. 1994. 'Our Sea of Islands.' *The Contemporary Pacific* 6(1). 147-161

Māhina, Hūfanga 'Okusitino. 2010. 'Tā, Vā, and Moana: Temporality, Spatiality, and Indigeneity.' *Pacific Studies* 33(2/3): 168-202

Murton, Brian. 2012. Being in the place world: toward a Maori 'geographical self.' *Journal of Cultural Geography* 29(1): 87-104

Watts, Vanessa. 2013. Indigenous place-thought & agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!). *Decolonization: Indigeneity, Education and society* 2(1): 20-34

A HANDFUL OF ETHNOGRAPHIES

Week 12, April 14

Read: Ka'ili, *Marking Indigeneity*

Week 13, April 21

Read: Gordillo, *Rubble*

Week 14, April 28

Read: Donaldson, *Working with Ancestors*

Additional Policies and Student Support Services

Counseling Services: Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services at <http://utsa.edu/counsel/> or call (210) 458-4140 (Main Campus) or (210) 458-2930 (Downtown Campus).

Student Code of Conduct and Scholastic Dishonesty: The Student Code of Conduct is Section B of the Appendices in the Student Information Bulletin. Scholastic Dishonesty is listed in the Student Code of Conduct (Sec. B of the Appendices) under Sec. 203

<http://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/>

Students with Disabilities: The University of Texas at San Antonio in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students who have officially registered with Student Disability Services and requested accommodations for this course will be eligible for disability accommodations. Instructors at UTSA must be provided an official notification of accommodation through Student Disability Services. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.utsa.edu/disability or by calling Student Disability Services at (210) 458-4157. Accommodations are not retroactive.

Transitory/Minor Medical Issues: In situations where a student experiences a transitory/minor medical condition (e.g. broken limb, acute illness, minor surgery) that impacts their ability to attend classes, access classes or perform tasks within the classroom over a limited period of time, the student should refer to the class attendance policy in their syllabus.

Supplemental Instruction: Supplemental Instruction offers student-led study groups using collaborative learning for historically difficult classes. Supported courses and schedules can be found on the [TRC website](#). You can call the SI office if you have questions or for more information at (210) 458-7251.

Tutoring Services: Tomás Rivera Center (TRC) may assist in building study skills and tutoring in course content. The TRC has several locations at the Main Campus and is also located at the Downtown Campus. For more information, visit the [Tutoring Services web page](#) or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.

Academic Success Coaching: The Tomás Rivera Center (TRC) Academic Success Coaching Program offers one-on-one study skills assistance through Academic Coaching. Students meet by appointment with a professional to develop more effective study strategies and techniques that can be used across courses. Group workshops are also offered each semester to help students defeat common academic

challenges. Find out more information on the TRC Academic Success Coaching [website](#) or call (210) 458-4694.

Sexual Harassment and Sexual Misconduct: UTSA is committed to providing an environment free from all forms of discrimination and sexual harassment, including sexual misconduct, sexual assault, domestic violence, dating violence, and stalking. If a student has experienced or experiences any of these incidents, know that UTSA has resources to help.

UTSA faculty have the responsibility to create a learning environment that is safe and free from hostility. State and federal law as well as UTSA's Handbook of Operating Procedures ([HOP 9.24](#)) require that instructors must report incidents of sexual harassment and sexual misconduct they learn about to the Title IX Coordinator or a Deputy Title IX Coordinator. This means that if a student tells their instructor about a situation (including classroom discussions, written work and/or one-on-one meetings) involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must report it to the [EOS/Title IX Office](#). Although the faculty member must report the situation, the student will still have options about how their case will be handled, including whether or not they wish to pursue a formal complaint. The university's goal is to make sure students are aware of the range of options available to them and have access to the resources they need.

If a student wishes to speak to someone confidentially, they can contact any of the following on-campus resources, who are not required to report the incident to the EOS/Title IX Office: (1) [Counseling Services](#) at 210-458-4140; (2) [Student Health Services](#) at 210-458-4142; or (3) [PEACE Center](#) at 210-458-4077.

Campus Safety & Emergency Preparedness: UTSA is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

- Alerts: Ensure you are signed up for UTSA Alerts through your ASAP.utsa.edu account.
- Emergency Procedures: Read through the emergency response guide on the [UTSA Alerts website](#) (www.alerts.utsa.edu)
- Safety App: Download the LiveSafe App on your phone through the Apple store or Google Play; visit the UTSA Alerts website for details.
- Important Numbers: UTSA Police - Emergency: (210) 458-4911; Non-Emergency: (210) 458-4242

Each one of us play a critical role in making sure ALL ROADRUNNERS are safe, know what to do, and how to stay informed during a campus crisis. Don't be scared, be prepared! #UTSAprepared

Inclusivity Statement

The University of Texas at San Antonio, a Hispanic Serving Institution situated in a global city that has been a crossroads of peoples and cultures for centuries, values diversity and inclusion in all aspects of university life. As an institution expressly founded to advance the education of Mexican Americans and other underserved communities, our university is committed to ending generations of discrimination and inequity. UTSA, a premier public research university, fosters academic excellence through a community of dialogue, discovery and innovation that embraces the uniqueness of each voice. Learn more at <https://www.utsa.edu/inclusiveexcellence>.

The Roadrunner Creed

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

