

Syllabus: Geography 499 – ‘Reflecting on Global Poverty and Care’

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GENERAL STRUCTURE

This will be a graded peer-facilitated 1-credit seminar (CR/no CR) linked to the 5 credit Geography 331 course. We will meet Wednesdays 5:00-6:30 in Smith 409 from week 2 to week 10. Every week will begin with a quick check in by the peer educators (5-10 minutes), then move into a student led facilitation (roughly 40 minutes). There will be a 5 minute break, after which the peer educators will facilitate and conclude seminar (roughly 40 minutes).

GOALS

This seminar will build on weekly course readings and themes from 331. We envision this as a space to reflect on key ideas, deepen understanding and look more closely at difficult concepts. We also hope to provide an opportunity to connect the course with your service and research as well as your everyday experiences. This seminar is a great option for people looking to explore concepts more in depth or review and work through challenging material presented in Geography 331.

STUDENT EXPECTATIONS

Readings:

There will be 1-2 additional readings per week that connect to weekly concepts and themes from 331. Students are expected to come to seminar having completed the readings. We assigned readings for weeks 3-9.

Reflections:

Each week, students are expected to complete a 1-2 page double spaced reflection based on that week's reading(s). These reflections should be posted to the class GoPost. Students are encouraged to read and comment on others' posts. We determined that 5 reflections were necessary to receive a passing grade in the course. Students were not expected to complete reflections for week 2 or for the day they led class.

Facilitations:

Each student will be expected to lead 45 minutes of seminar one week. This will be alone or in groups depending on numbers. Facilitations can take many forms and should prompt the group to engage deeply in the seminar reading and 331 course themes from that week. Creativity is encouraged.

Attendance and Participation:

Students are expected to attend and actively participate in seminar each week. We recommend establishing community agreements early in the, perhaps adopting some of the 331 list. While

attendance is a vital component of seminar, reasonable accommodations will be made should a student need to be absent.

LOGISTICS

The Peer Educators should visit the geography advising office as soon as possible to set up an SLN number for the course (Preferably, at the end of fall quarter). This should be listed as GEOG 499B, 1 credit, CR/no CR.

To register for the seminar, students should email or visit the Geography advisers (Smith 415) who can add them to the course. Students must register by the end of week 1 in order to avoid the \$20 late-fee for adding/dropping credits. Students should then email the peer educators to let them know that they are registered for the course.

WEEK BY WEEK

Week 2:

Tavis Smiley and Cornel West (2012). "Poverty Manifesto". Pages 169--203.

RelPov blog post by Elyse Gordon: <http://depts.washington.edu/relpov/acknowledging-unlearning-relearning-poverty-knowledge/>

Activity: Community Agreements, KUOW podcast: Do you Give to Panhandlers?
<http://kuow.org/post/giving-panhandlers>

Week 3:

Hall, S., & O'Shea, A. (December 13, 2013). Common-sense neoliberalism. *Soundings*, 55, 55, 9-25.

Activity: Collaborative timeline of neoliberalism

Week 4:

Massey, D. B. 1984. Spatial divisions of labor: social structures and the geography of production. New York: Methuen. Chapter 1

Activity: "Oscar" speeches thanking the individuals, organizations, and institutions who provided the care that helped them get to where they are today. Used this to talk about trends we saw in the people, places, and nature of care.

Week 5:

Lawson, V. 2007. AAG Presidential Address: Geographies of Care and Responsibility. *Annals of the Association of American Geographers*, 97(1): 1-11.

Activity: Stephen Colbert clip on domestic workers. Textual analysis of articles in relation to domestic workers rights in the United States.
<http://thecolbertreport.cc.com/videos/wja66h/christine-yvette-lewis>

Week 6:

Roy, A. (March 01, 2003). Paradigms Of Propertied Citizenship: Transnational Techniques of Analysis. *Urban Affairs Review*, 38, 4, 463-491.

Activity: Discussion based on Ghana think tank, website, and video.
<http://ghanathinktank.org/>

Week 7:

Cahill, C. (2007). The Personal is Political: developing new subjectivities through participatory action research. *Gender, Place, and Culture*, 14, 267-292.

Activity: Discussion on feminist epistemology and other forms of research. Looked at the Fed Up Honeys Website. <http://www.fed-up-honeys.org/>

Week 8:

Hawkins, R. (April 01, 2011). 'One Pack = One Vaccine' = one global motherhood? A feminist analysis of ethical consumption. *Gender, Place & Culture*, 18,

Activity: Watch the "One Pack = One Vaccine" Video. Care ethical analysis on students service learning via interviews. <https://www.youtube.com/watch?v=NAvjWVj12AU>

Week 9:

Sparks, T. (2013). Broke not Broken: Rights, Privacy, and Homelessness in Seattle. *Urban Geography*, 31, 842-862.

Activity: Fill out forms from Safe Harbors (Homeless Management Information System)

Week 10:

Activity: Recap of the course via student presentations. Conversation on Alliance and Activism and how to move forward.

Evaluations: We encouraged students to give feedback on their experiences with the seminar. We provided 3 options for students.

- Post to the week 10 reflection page to make public comments
- email any or all of us directly, for confidential feedback
- provide anonymous feedback via a Catalyst survey