

The official name of our class is GEOG 423: Social Geography. In many respects, it takes on the key challenges of social geography, which are to extend the capacity of geographic research to be a transformative force for intersectional justice. The course emerges out of a question I have been mulling over with the creators of [EclipseLinks to an external site.](#), the Culture Mill performance that was created out of their Southern Futures at CPA residence: what would it mean for *Eclipse* to move into the spaces of main campus? In asking this rather simple question, we knew we had raised really challenging questions about landscape and embodiment, collaboration (not just across groups, but ways of knowing)...and, still, logistics. How do we force encounter with history, and what kind of encounter might be facilitated? When we think of southern futures as understanding the ever-presence of southern pasts, what are the range of responsibilities and possibilities that imagine, and how well are we doing as a campus in attending to them?

The class will be held in spaces between Carolina Hall, CURRENT, and other spots of main campus, especially Gerrard Hall. In addition to collaborating with Southern Futures-CPA and Culture Mill, there are a few other Southern Futures folks, other artists from the community, and the [Marian Cheek Jackson CenterLinks to an external site.](#). We are also benefiting from the excellence guidance and support of Wilson special collections. There will be quite a few people who you will get to know either through interactions or in their writing or both. We will be working very closely with [Tommy Noonan and Muriel ElizeonLinks to an external site.](#), and others from Southern Futures and CPA including [Taylor BarrettLinks to an external site.](#). We will be reading and meeting with [Geeta KapurLinks to an external site.](#) and others (I will continue to update this site with the folks that we intersect with).

The topical focus of our work, like *Eclipse*, is the bricks and masonry on campus and the people who have and continue to create and maintain them. We will be working - sometimes in support of and sometimes leading - to help process existing data, possibly creating new data, about the campus landscape and the ways that it was built by and sustained through shifting configurations of race and capital. The learning objective of our class is to help students learn how to sustain academic careers while also working truly in collaboration with groups who operate with different goals, epistemologies, and sometimes interests and positions. I realize that after all of these years of collaborative research, I have a lot of experience in this but have never considered sharing it. The other learning objective is to share what we discover with a broader public, and our assignments are oriented around several different kinds of production - I also hope you will learn how to translate across these lines of difference, and what it means to look for and then work through moments in which translation is imperfect or erroneous and things go wrong.

Our work will necessarily be emergent. You will have the opportunity to mentor and be mentored by other classmates. The environment will be supportive and invested in the collaborations as the first and most important aspect. Learning might feel a little different than your other classes, and we must all accept mutual responsibility for supporting everyone where they are. Take a look at the [syllabus](#) for more info!

## Course goals:

We will be collaborating with and through the Southern Futures-CPA residency of Culture Mill. Our goals as students are to learn how to conduct collaborative scholarship with a broad, interdisciplinary community of people. The connective material for our work is the performance entitled *Eclipse* and many layers and kinds of conversations that have emerged through this work. This semester, we will need to sort out how research and performance can disrupt the histories of our main campus landscape. There is a lot more to say about this, and so you will need to have a little patience with me (your instructor) as I make more materials available to you as students.

The material focus of our empirical work this semester are the campus bricks and the people who have created them and maintained them, as this was the inspiration for *Eclipse* and it is also a less studied aspect of our campus labor and landscape. We are going to focus on a geographic location - possible the area directly surrounding South Building, but this is subject to change. Practically, we will serve as a flexible research team that will learn research methods and apply them in support of this goal of learning and supporting collaboration.

As instructor, I assume that every student and every collaborator will make different contributions based on their stage in life, their experience, and their interest and accumulated skills. As long as we all bring our best and are committed to this collaborative work, then we can enter into this collaboration assuming that we all have a lot to learn (present narrator included). The only thing that I expect from students is a commitment to epistemic humility, to our class, and to all the folks who will also be working hard to support this collective work.

## Outputs:

We will be contributing to several discrete but interconnected outcomes for public engagement. The specific things that you will be producing for your grade in the class are:

- two blogs about 1) our process and 2) the content of your research;
- a module for a syllabus that would extend some aspect of our class;
- original research, the type of which will vary according to student skill and interest and the needs of our collaboration.

Collectively:

- We will create a publicly available curriculum for collaborative scholarship, with each student contributing a 'module' of proposed activity and readings

- We will create and author a Substack (or similar public forum presence), which each student producing a blog entry, podcast, or other media about our project
- We will research and curate information about bricks and masonry on campus, in collaboration with the Wilson Library and community groups
- We will understand and articulate (in our blogs and media) the possibilities of Southern Futures as an invitation to extend ourselves
- We will participate in and help plan a performative intervention to cultivate and share and inspire engagement with what we learn
- We will figure out how to put QR codes on bricks
- We will remain flexible in our learning and producing so that we can understand how to cultivate collaboration and foster caring translation between communities that engage in different practices for shared goals.

## Practice:

The class will require a range of different practices from students, and we will be learning together how to be in practice and learning together. This will take a substantial amount of epistemic and ontological humility from all of us, and an understanding that the course materials will impact some differently than others. We will all need a bit of courage in our work to make the most of a really unique opportunity. To do this, we will need to have a plan to communicate with openness and care, and we will discuss this in our first class meeting and continue to cultivate it during the semester.

Some of our practices will be very hands-on. We will be mapping things, going out and about, and participating in a range of performances. Please let me know what you need in order to participate fully. This may vary according to the activity type, location, or personal arrangements, and it could fall within what we normally refer to at the university as 'accommodations' or it might fall outside of that.

Each week, we will be rotating between different locations and taking part in different aspects of practice. The weekly table helps to explain how the activities take place and what you need to have ready for the day. I'm new to Canvas so I'm also trying to sort out the best way to organize our notes about each class.

## A note on readings:

Our reading will be a bit sporadic during the semester, so there will be ebbs and flows depending on our phase of work. There are quite a few readings on disability justice and the links between crip/queer/black disability because this is the work that I have recently found most challenging and powerful for new thinking about place and space, and because you have perhaps not had as many opportunities to engage this work here at UNC.

I have purchased Geeta Kapur's book for all students, and will also be purchasing Lorgia García Peña's book (the latter is a slim volume, the former is much longer). We have a

range of experience and expertise in our class, and so I know that it will take some of you longer to read than others. Similarly, some of you have a lot of experience writing for the public, or more historical understanding of the context that we will be researching. Others of you have more experience with things like participatory mapping, using a GPS unit, or using GISci applications. Because we are a research team, we are going to behave like one. This means that all we are going to be much less concerned about comparative strengths and accomplishments, and much more concerned about learning how each of us is going to best contribute to our collective whole. In relation to readings, this means that for those of you who are newer to the subject or the style of writing, we will be right-sizing things for you. The course is intended to inspire rather than overwhelm.

Class meeting dates, location, activities, prep

Date	Location	Activities	Things to prepare for this day
January 12th	Carolina/Hurston Hall room 321	Introduction to class and collaboration  Considering geographic methodologies for justice: recording and representing emotion, place, and movement	Read: <a href="#">Menfee (2018)</a> Download <a href="#">Menfee (2018)</a> ; <a href="#">Hartman (2019, "a note on method")</a> Download <a href="#">Hartman (2019, "a note on method")</a> ; <a href="#">Ng'ethe and Haines (2008)</a> Download <a href="#">Ng'ethe and Haines (2008)</a>  View/consider/visit: <a href="https://historyandrace.unc.edu/">https://historyandrace.unc.edu/</a> <a href="#">Links to an external site.</a> <a href="https://www.omololurefilwebabatunde.com/performance/selfemancipation">https://www.omololurefilwebabatunde.com/performance/selfemancipation</a> <a href="#">Links to an external site.</a>
January 19th	CURRENT ArtSpace	Meeting the collaborators,	Read: <a href="#">Sletto et al. (2021)</a> <a href="#">Links to an external site.</a> ; <a href="#">"What is a politicized somatics?"</a> Download <a href="#">"What is a politicized somatics?"</a> ; <a href="#">Debourd (1956, Knabb trans)</a> <a href="#">Links to an external site.</a>

		understanding vision Mapping place #1	
January 26th	CURRENT ArtSpace	Eclipse and circle (please be sure that you can stay down in the CURRENT space for the entire class period this day)	Read: Geeta Kapur (2021), To Drink from the Well
February 2nd	CURRENT ArtSpace	Mapping place #2: emotion, affect, landscape	Read: Geeta Kapur (2021), To Drink from the Well
February 9th	Carolina/Hurston Hall	How to learn to inhabit differently: drawing lessons from crip, queer, black disability studies Methodology: tracing bricks and planning our	Read (in this order): <a href="#">Akemi Nishida (2022), Just Care (start of intro)</a> Download <a href="#">Akemi Nishida (2022), Just Care (start of intro)</a> <a href="#">Sami Schalk (2022), Black Disability Politics (selections)</a> Download <a href="#">Sami Schalk (2022), Black Disability Politics (selections)</a> <a href="#">Leah Lakshmi Piepzna-Samarasinha (2022), The Future is Disabled (selections)</a> Download <a href="#">Leah Lakshmi Piepzna-Samarasinha (2022), The Future is Disabled (selections)</a>

		contribution	
February 16th	Carolina/Hurston Hall	How to learn to inhabit differently (part 2)	Read: Akemi Nishida (2022), Just Care (intro & ch. 3) Maria Puig de la Bellacasa (2017), Matters of Care (intro & ch. 3) Liat Ben-Moshe (2020), Decarcerating Disability (ch. 3 & 6)
February 23rd	Carolina/Hurston Hall	Into the weeds: planning dissemination	Planning our March 2 work with artists
March 2nd	Gerrard Hall & outside	Collaborating with Southern Future artists	Conducting our outreach with the artists: please concentrate your work this week on finalizing the work that you will be doing on March 2. You also need to be still refining your blog entries.
March 9th	Gerrard Hall & outside	Somatic exploration of place - Old Well and surrounding buildings	Part 2 of work with artists: this will draw upon the work conducted during March 2, and in collaboration with Tommy and Muriel.
March 16th	NO MEETING	Take care of yourselves	This is spring break!
March 23rd	Team-based work, TBA	Checking in our production (remote meeting)	Producing: TBD. We will not be meeting on this day, though it is possible that groups of students may meet, depending on the progress of the collaboration. Several of us will be at the national geographer's conference.
March 30th	Carolina/Hurston Hall	Round-robin: taking stock of	This day will likely be an intensive planning and decision-making day.

	Hurston Hall	our progress	
April 6th	NO MEETING	Take care of yourselves	This is a well-being day. We won't meet as specified by the registrar calendar, but we might invite you to begin to mentally prepare for the end of April engagement by visiting Northside.
April 13th	Gerrard Hall & campus	Performance prep	Taylor, Tommy, and Caitlyn to join us to plan.
April 20th	Gerrard Hall & Campuses	Performance prep	All of the cohort will join us to plan.
April 27th	Gerrard Hall & Campuses	Performance	
Tuesday, May 2 12:00	Carolina/Hurston Hall	Finals period: reflection and finalization of our course	Blog entry 2 and peer feedback