

# Geographic Inquiry

GEOG 4100 Spring 2020

## Course Information

- **Course times and location:** Monday, Wednesday, Friday 10:20 a.m. – 11:15 a.m. (see 'How this course works' section below for important details on the weekly schedule and activities)
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning (DL); all instruction is synchronous, via Carmen

## Instructor

- **Name:** Professor Mat Coleman
- **Email:** [coleman.373@osu.edu](mailto:coleman.373@osu.edu)
- **Office location:** 1156 Derby Hall
- **Office hours:**
  - Monday 9:00 a.m. – 11:00 a.m., online via Carmen Zoom
  - Office hours are not individualized; you can expect multiple visitors during office hours, and a collective, group-style discussion. If you want to speak about a grade issue or something personal, please arrange an alternate time to meet over Zoom.
  - I will have a 'waiting room' enabled on Zoom. If your Zoom I.D. does not match someone on the class roster, I will not admit you.
- <https://osu.zoom.us/j/97577601318?pwd=aFdEbTVxWXdlRjc5dmZhNlFnNElvQT09>
- Meeting ID: 975 7760 1318
- Password: 564438
- **Preferred means of communication:**
  - My preferred method of communication for questions is office hours. I can also answer questions by email.
  - My class-wide communications will be sent via email. I will also post announcements on Carmen.



## Course Prerequisites

There are no prerequisites for this class.

## Course Description

In order to provide geography **majors and minors in the Urban, Regional and Global Studies and Environment & Society degrees** with a comprehensive examination of theory and practice in the field of human geography, this **reading-intensive and discussion-centered seminar** will examine important current **theoretical, methodological, and empirical debates in human geography**. Students will be prompted to think about research in human geography as mediated by time- and place- specific social, educational, and institutional contexts. Although the course focuses on current controversies and debates in human geography, we will also review the history of human geographic thought.

## How This Online Course Works

**Mode of delivery:** This course is 100% online. The course comprises a weekly asynchronous lecture and a weekly synchronous seminar discussion. You must be logged in to Carmen at a scheduled time to participate in the seminar discussion.

**We do not have a formal class meeting on Monday.** I am assuming that you will be using your time on Monday to get started with the weekly readings. I will host office hours on Mondays between 9:00 a.m. and 11:00 a.m. See the Zoom address and password on the cover page on this syllabus. Office hours are not mandatory, but I encourage your attendance.

**I will release a lecture video on Wednesday at 10:20 a.m.** The lecture video will provide broad context for the readings that week, but I will not review the readings in detail. The video will be roughly one hour long. In order to get the most out of the weekly video lecture, I strongly recommend that you have the readings completed. The weekly video lecture is asynchronous. You can log in to Carmen at any point in the day to watch it.

**On Fridays we will convene as a group in a synchronous seminar from 10:20 a.m. to 11:15 a.m.** My assumption is that students will be fully prepared for the seminar and actively participate in the discussion. Please see below for more details on participation grades and seminar presentations.

The Friday seminar will be held via Zoom at

<https://osu.zoom.us/j/97008257958?pwd=L2RyN1dNaTJWUUtMaGx6Y2VSdIJuQT09>


Meeting ID: 970 0825 7958

Password: 322614

**I expect you to be admitted into the seminar from the waiting room no later than 9:00 a.m.** Past that time we will be engaged in discussion and I will be focused on your

presentations and questions. Hence, I cannot ensure that you will be admitted in a timely manner if you arrive in the waiting room later than 9:00 a.m.

In sum, your week looks like this:

M	T	W	Th	F
<b>Office hours, via Zoom</b>  <b>9:00 a.m. - 11:00a.m.</b>		<b>Online video lecture uploaded on Carmen, asynchronous</b>  <b>10:20 a.m.</b>		<b>Online seminar discussion via Zoom, synchronous</b>  <b>10:20 a.m.- 11:15 a.m.</b>
Read for Friday seminar  Prepare reading review, due Friday at 10:00 a.m. (see assignment details, below)  Prepare seminar presentation, depending on schedule (see assignment details below)	Read for Friday seminar  Prepare reading review, due Friday at 10:00 a.m. (see assignment details, below)  Prepare seminar presentation, depending on schedule (see assignment details below)	Read for Friday seminar  Prepare reading review, due Friday at 10:00 a.m. (see assignment details, below)  Prepare seminar presentation, depending on schedule (see assignment details below)	Read for Friday seminar  Prepare reading review, due Friday at 10:00 a.m. (see assignment details, below)  Prepare seminar presentation, depending on schedule (see assignment details below)	
Visit office hours with questions		Watch video in time for Friday seminar	Watch video in time for Friday seminar	
Download readings from the library website				Attend seminar and participate in the discussion

**Pace of online activities:** With the exception of the mandatory synchronous seminar discussion on Friday, students are expected to keep pace with weekly deadlines and tasks but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students enrolled in a 3 CH course should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment

preparation, for example) to receive a grade of C average. In this class, your direct instruction hours will comprise the weekly lecture, the weekly discussion seminar, and the weekly office hours. You should be prepared to spend a minimum of 6 hours per week outside of these events on the reading. More details on the reading below.

**Work expectations with respect to the weekly reading schedule:** Each week you are expected to complete between 3 and 5 readings relevant to the topic under consideration. Some weeks have more readings than other weeks, and you should schedule your time carefully and accordingly. The readings I've assigned will require your focus and concentration. An important part of your grade (see below) is coming to seminar ready to discuss the readings competently.

You are expected to **find and download the readings from the university's library website**, at [library.osu.edu](http://library.osu.edu). I will show you how to do this during the first week of classes. Readings listed in the schedule below with an asterisk are not available on the library website; I will upload these directly to Carmen. The majority of the readings comprise peer-reviewed journal articles; most of the readings that are not readily available on the university's library website are book chapters and/or book excerpts.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities:** at least once per week  
You are expected to log in to the course and participate in the synchronous Friday seminar, every week for the semester.
- **Zoom-based office hours:** optional  
My office hours will be synchronous over Zoom (see cover page for times and days). Office hours are not mandatory. However, you should try to come to office hours, if at all possible. Office hours are an open forum where you can ask questions and chat with peers. For example, during office hours I can set up 'break out' rooms where you can discuss concepts with fellow classmates. Or you can discuss those concepts with me. Your TA will also be offering office hours (see cover page for details).

## Required Materials and/or Technologies

- All readings listed in the course schedule below are mandatory. As noted above (see 'Work expectations'), you are responsible for getting the readings through the library website.

## Recommended/Optional Materials and/or Technologies

If you are looking for comprehensive, but brief, review material for key concepts and debates in Geography, consider:

- Warf B (2010). *Encyclopedia of Geography*. Thousand Oaks: SAGE. This is a basic introduction to core concepts, written in non-academic language, and designed mostly for students exiting high school and entering university. Available as an e-book through the university library system.
- Kitchin R and Thrift N (2009). *International Encyclopedia of Human Geography*. London: Elsevier. This is a comprehensive review of core concepts and debates in Geography, written for an academic audience. We are using several entries as assigned readings in the class but there are hundreds more entries in the book that might be useful. Available as an e-book through the university library system.
- Gregory D, Johnston R, Pratt G, Watts MJ and Whatmore S (2009). *The Dictionary of Human Geography*. London: Wiley. This is an advanced and comprehensive dictionary for core concepts, debates, and scholars in Geography. I consider it core reading for any and every Geography major or minor.
- These are not mandatory readings but having them on hand will definitely enhance your experience in this seminar.

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](http://go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

**codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Points
Attendance of weekly synchronous discussion seminar	15
Effort and participation during weekly synchronous discussion seminar	15
Weekly one page reading reviews, 10x (see details below)	10
Seminar presentations, 2x (see details below)	20
Core assignment	40
Total	100

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Attendance of weekly discussion seminar (15%)

**Description:** **I will take attendance each Friday based on my Zoom attendance log.** In the event of a disagreement, the Zoom-based attendance reports will be considered definitive.

**Academic integrity and collaboration:** N/A

### Effort and participation during weekly discussion seminar (15%)

**Description:** **At the end of the semester, I will post a grade (numerical equivalents for A, B, C, D, and E grades) for every student in the seminar, based on my qualitative assessment of your participation during the Friday seminar.** I will be looking for evidence that you are doing the readings, and that you are engaging productively and respectfully with your peers over the readings.

**Academic integrity and collaboration:** My baseline expectation is that students will be collaborative, constructive, and committed participants in team exercises and discussions. This includes knowing when to be quiet and allow others in the group to weigh in on the readings. Measured listening is an important aspect of successful group work.



## Weekly one page reading reviews (10%)

**Description:** Each Friday, at 10:00 a.m., prior to the start of our discussion seminar, you will submit a one-page, double-spaced reading review through an assignment portal on Carmen. Rather than a comprehensive summary of the readings, the reading review will engage succinctly and competently with each of the readings for the week in terms of a core theme running throughout the readings. You will be rewarded for comprehension, communication, spelling and grammar, and especially creativity.

There are 10 required reading reviews (see course schedule for details).

**Academic integrity and collaboration:** Your weekly one-page reading reviews should be your own original work. You may not work in teams. You should follow [MLA/APA/Chicago etc.] style to cite the ideas and words of your research sources, as per citation guidelines and expectations uploaded on Carmen. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Seminar presentation (20%)

**Description:** Starting in the second week of classes, you will be responsible for leading two Friday discussion seminars with a brief, introductory presentation. The presentation will be timed at no more and no less than 5 minutes. A good presentation will introduce the readings, and pose a series of questions or prompts to get the class engaged in conversation.

There are 10 seminars which require presentations (see course schedule for details).

**Academic integrity and collaboration:** Your discussion presentation should be your own original work. You may work in teams, or independently, depending on the size of the seminar and the number of presentation slots that are available.

## Core assignment (40%)

**Description:** The goal of the core project is that students engage critically and creatively with at least one of the weekly topics – and hence with the lecture material and assigned readings for that week. I am open to a variety of projects, and as such I am expecting that you will brainstorm on an idea and approach me to arrange the specific contours for your core assignment. Rather than a term paper, I am anticipating a range of possible formats for your core assignment – podcast, online video, art installation, graphic novel, board game, screen play, musical performance, etc. If I was accepting traditional term papers for your core assignment, I would be asking for roughly 10 pages of doubled-spaced text. What this means is that your project must consist of an equivalent amount of work. For example, if you created a boardgame, you would have to produce ten pages of text, which might include the game instructions as well as background notes on the readings/research you consulted in order to conceptualize the game. Similarly, if you opted for a graphic novel, I would expect the equivalent of ten pages of text in the form of the actual graphic novel and background notes.



You may work in teams of two. In this case, you will be expected to double the workload. Due to COVID-19, you will also be expected to work together remotely, via Zoom, email, and so on.

**I will draw up contracts for the core assignment based on the plan that each student(s) brings to me during office hours. The contracts will outline exactly what you plan to deliver, so that you have clear guidelines in terms of deliverables. These contracts must be completed with me prior to the mid-point of the semester.**

I will explicitly reward creativity in terms of the format of the core assignment.

I will post a grading rubric for the core assignment which outlines my expectations.

**The core assignment is not something that can be accomplished successfully at the end of the semester; this is something you'll need to be working on consistently throughout the semester.**

**Academic integrity and collaboration:** Your core assignment should be your own original work. You may not work in teams. You should follow [MLA/APA/Chicago etc.] style to cite the ideas and words of your research sources, as per citation guidelines and expectations uploaded on Carmen.

## Late Assignments

Please refer to the course schedule, below, and Carmen, for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

The weekly reading reviews cannot be turned in late. However, you may submit a missed reading review if you provide documentation of **a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service.** **If any of these situations applies to you, I will expect an email prior to the discussion seminar so that we can work out an alternate date and time to submit the reading review. If you wait until the discussion seminar has passed to contact me, I will not allow a resubmission. There will be no exceptions to this rule.**

For the core assignment, there is a 10% penalty per 24-hour period after the due date (see the course schedule, below). The 10% penalty applies the minute the deadline has been missed, i.e. one minute past the deadline. This means that if you are late with the core assignment, you should hold on to it for 24 hours in order to maximize your work time. Handing in a late assignment before the 24 hours has expired means that you are not making full use of the time you have effectively gained with the 10% penalty.

**If you are handing in a late core assignment, please email me ([coleman.3737@osu.edu](mailto:coleman.3737@osu.edu)) to let me know, beforehand.**

I will waive late penalties for a late core assignment for a handful of reasons, for example if you have a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service. If any of these situations applies to you, I will expect an email prior to the core assignment due date so that we can work out an alternate due date and schedule. If you wait until the due date has passed to contact me, I will not waive the late penalties.

## A note about COVID-19

Continuous engagement with this course is essential to learning the material. Students are expected to keep up with the readings, lectures and videos, and complete assignments, exams and discussion prompts as outlined in this document. **Students who cannot maintain this schedule and expectations due to illness (COVID-19), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact me as soon as possible to arrange for accommodation.** Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: **Student Advocacy, Student Life Disability Services and the Office of Institutional Equity.**

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university.**
- **Class announcements:** I will send all important class-wide messages through email and the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days.** Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-

67–69.9: D+  
 60–66.9: D  
 Below 60: E

An “A” grade indicates **outstanding performance** in the class, in comparison with other students. An “A-” grade indicates **very good performance** in the class, in comparison with other students.

A “B+”, “B” and “B-“ grade indicates **above average performance** in the class, in comparison with other students. Above average students will be assigned +/- in comparison with other above average students.

A “C+”, “C” and “C-“ grade indicates **average performance** in the class, in comparison with other students. Average students will be assigned +/- in comparison with other average students.

A “D+” and “D” grade indicates **low but acceptable performance** in the class, in comparison with other students. D-range students will be assigned + in comparison with other average students.

An “E” grade indicates that the student has not successfully satisfied the course requirements.

This language is adopted from <https://trustees.osu.edu/index.php?q=rules/university-rules/chapter-3335-8-instruction.html>

## Other Course Policies

### Discussion and Communication Guidelines

[Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your assignments in a word processor, where you can save your work.

- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. I also ask that you use your camera whenever possible. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may

lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Accessibility Accommodations for Students with Disabilities

### Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](https://slds.osu.edu). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

### Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](https://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

### Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates. Readings marked with an asterisk will be uploaded to Carmen. **Students are responsible for finding the remainder of the readings through the library website at library.osu.edu.**

Week	Day	Date	Topics, Readings, Assignments, Due Dates
INTRODUCTION TO THE SEMINAR			
1*	M	01/11/2021	<p><b>Office hours</b></p> <p><b>Readings for the week:</b></p> <p>Read the syllabus carefully</p> <p>*McGuire, S. Y. (2015). "The Power of Teaching Bloom's Taxonomy and Study Cycle to Students" and "Metacognitive Learning Strategies at Work". <i>Teach Students How To Learn</i>. Sterling VA, Stylus: 29-59.</p>
	W	01/13/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	01/15/2021	<p><b>Discussion seminar #1</b> (synchronous via Zoom)</p> <p><b>Introduction to the syllabus, short tutorial on finding sources at the library, brief tutorial on how to read</b></p> <p><b>No reading review due, no seminar presentations</b></p>
SPACE (A REFRESHER)			
2*	M	01/18/2021	<p>Martin Luther King Jr. Day – NO CLASSES</p> <p><b>No office hours</b></p> <p><b>Readings for the week:</b></p> <p>*Massey, D. (1993). "Power-Geometry and a Progressive Sense of Place". <i>Mapping the Futures</i> (eds.) J. Bird, B. Curtis, T. Putnam &amp; G. Robertson. London, Routledge: 59-69.</p> <p>*Harvey, D. (2006). Space as a Keyword. <i>Spaces of Global Capitalism: Towards a Theory of Uneven Development</i>. London, Verso: 117-148.</p>



	W	01/20/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	01/22/2021	<b>Discussion seminar #2</b> (synchronous via Zoom) <b>So, you're a geographer huh? What does space mean?</b> <b>No reading review due, no seminar presentations</b>

\*All classes are virtual for weeks 1 and 2, as of November 16 2020. The virtual calendar may be extended, depending on how COVID-19 cases are trending in December 2020 and early January 2021, and pending guidance from Governor Mike DeWine and local county health experts.

### FEMINIST GEOGRAPHY AND POSITIONALITY

3	M	01/25/2021	<b>Office hours</b> <b>Readings for the week:</b> *Nagar, R. (2014). "Reflexivity, Positionality, and Languages of Collaboration in Feminist Fieldwork" and "Representation, Accountability, and Collaborative Border Crossings: Moving Beyond Positionality". <i>Muddying the Waters: Coauthoring Feminisms Across Scholarship and Activism</i> . Urbana, University of Illinois Press: 81-124. Rose, G. (1997). "Situating Knowledges: Positionality, Reflexivities and Other Tactics." <i>Progress in Human Geography</i> 21(3): 305-320.
	W	01/27/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	01/29/2021	<b>Discussion seminar #3</b> (synchronous via Zoom) <b>Positionality</b> <b>Reading review #1 due, seminar presentation #1</b>

### ETHNOGRAPHY

4	M	02/01/2021	<b>Office hours</b> <b>Readings for the week:</b> Billo, E. and A. Mountz (2015). "For Institutional Ethnography: Geographical Approaches to Institutions and the Everyday." <i>Progress in Human Geography</i> 40(2): 199-220. Campbell, H. and J. M. Heyman (2007). "Slantwise: Beyond Domination and Resistance on the Border." <i>Journal of Contemporary Ethnography</i> 36(1): 3-30.
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			<p>Simone, A. (2004). "People as Infrastructure." <i>Public Culture</i> 16(3): 417-429.</p> <p>Vorbrugg, A. (2019). "Ethnographies of Slow Violence: Epistemological Alliances in Fieldwork and Narrating Ruins." <i>Environment and Planning C: Politics and Space</i>.</p>
	W	02/03/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	02/05/2021	<p><b>Discussion seminar #4</b> (synchronous via Zoom)</p> <p><b>Ethnography and geography</b></p> <p><b>Reading review #2 due, seminar presentation #2</b></p>
<b>GEOGRAPHIES OF WHITE SUPREMACY</b>			
5	M	02/08/2021	<p><b>Office hours</b></p> <p><b>Readings for the week:</b></p> <p>Bloch, S. and D. Meyer (2019). "Implicit Revanchism: Gang Injunctions and the Security Politics of White Liberalism." <i>Environment and Planning D: Society and Space</i> 37(6): 1100-1118.</p> <p>Inwood, J. (2018). "White supremacy, White Counter-Revolutionary Politics, and the Rise of Donald Trump." <i>Environment and Planning C: Politics and Space</i> 37(4): 579-596.</p> <p>McKittrick, K. (2015). "Mathematics Black Life." <i>The Black Scholar</i> 44(2): 16-28.</p> <p>Pulido, L. (2015). "Geographies of Race and Ethnicity I: White Supremacy vs White Privilege in Environmental Racism Research." <i>Progress in Human Geography</i> 39(6): 809-817.</p>
	W	02/10/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	02/12/2021	<p><b>Discussion seminar #5</b> (synchronous via Zoom)</p> <p><b>Geographies of white supremacy</b></p> <p><b>Reading review #3 due, seminar presentation #3</b></p>
<b>DECOLONIZING GEOGRAPHICAL KNOWLEDGE</b>			
6	M	02/15/2021	<p><b>Office hours</b></p> <p><b>Readings for the week:</b></p>



			<p>Daigle, M. and J. Sundberg (2017). "From Where We Stand: Unsettling Geographical Knowledges in the Classroom." <i>Transactions of the Institute of British Geographers</i> 42(3): 338-341.</p> <p>Jazeel, T. (2017). "Mainstreaming Geography's Decolonial Imperative." <i>Transactions of the Institute of British Geographers</i> 42(3): 334-337.</p> <p>Legg, S. (2017). "Decolonialism." <i>Transactions of the Institute of British Geographers</i> 42(3): 345-348.</p> <p>Noxolo, P. (2017). "Decolonial Theory in a Time of the Re-Colonisation of UK Research." <i>Transactions of the Institute of British Geographers</i> 42(3): 342-344.</p> <p>Radcliffe, S. A. (2017). "Decolonising Geographical Knowledges." <i>Transactions of the Institute of British Geographers</i> 42(3): 329-333.</p>
	W	02/17/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	02/19/2021	<p><b>Discussion seminar #6</b> (synchronous via Zoom)</p> <p><b>Decolonizing geographical knowledge</b></p> <p><b>Reading review #4 due, seminar presentation #4</b></p> <p><b>Contract for core assignment due no later than today</b></p>
SPRING INSTRUCTIONAL BREAK (FEB 23-24 ONLY)			
7	M	02/22/2021	<p><b>Core assignment work week – no readings</b></p> <p><b>Extended office hours</b></p>
	W	02/24/2021	<b>Core assignment work week – INSTRUCTIONAL BREAK</b>
	F	02/26/2021	<p><b>Core assignment work week – no seminar</b></p> <p><b>Extended office hours</b></p>
SETTLER COLONIALISM AND GEOGRAPHY			
8	M	03/01/2021	<p><b>Office hours</b></p> <p><b>Readings for the week:</b></p> <p>Addie, J. P. D. and J. C. Fraser (2019). "After Gentrification: Social Mix, Settler Colonialism, and Cruel Optimism in the Transformation of Neighbourhood Space." <i>Antipode</i> 51(5): 1369-1394.</p>



			<p>Gordon, N. and M. Ram (2016). "Ethnic Cleansing and the Formation of Settler Colonial Geographies." <i>Political Geography</i> 53: 20-29.</p> <p>Ramírez, M. M. (2019). "City as Borderland: Gentrification and the Policing of Black and Latinx Geographies in Oakland." <i>Environment and Planning D: Society and Space</i> 38(1): 146-166.</p>
	W	03/03/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	03/05/2021	<p><b>Discussion seminar #7</b> (synchronous via Zoom)</p> <p><b>Animal geographies</b></p> <p><b>Reading review #5 due, seminar presentation #5</b></p>
<b>ANIMAL GEOGRAPHIES</b>			
9	M	03/08/2021	<p><b>Office hours</b></p> <p><b>Readings for the week:</b></p> <p>Brown, M. and C. Rasmussen (2010). "Bestiality and the Queering of the Human Animal." <i>Environment and Planning D: Society and Space</i> 28(1): 158-177.</p> <p>Pile, S. (2014). "Beastly Minds: a Topological Twist in the Rethinking of the Human in Nonhuman Geographies Using Two of Freud's Case Studies, Emmy von N. and the Wolfman." <i>Transactions of the Institute of British Geographers</i> 39(2): 224-236.</p> <p>*Rasmussen, C. (2013). <i>Screwing with Animals: Industrial Agriculture and the Management of Animal Sexuality. Sexuality, Rurality, and Geography</i> (eds.) A. Gorman-Murray, B. Pini &amp; L. Bryant. Lanham, Lexington Books.</p>
	W	03/10/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	03/12/2021	<p><b>Discussion seminar #8</b> (synchronous via Zoom)</p> <p><b>Animal geographies</b></p> <p><b>Reading review #6 due, seminar presentation #6</b></p>
<b>POSTHUMAN GEOGRAPHY</b>			
10	M	03/15/2021	<p><b>Office hours</b></p> <p><b>Readings for the week:</b></p>



			<p>Clark, N. and M. J. Hird (2014). "Deep Shit." <i>O-Zone: A Journal of Object-Oriented Studies</i> 1(1): 44-52.</p> <p>Rose, G. (2017). "Posthuman Agency in the Digitally Mediated City: Exteriorization, Individuation, Reinvention." <i>Annals of the American Association of Geographers</i> 107(4): 779-793.</p> <p>Squire, V. (2014). "Desert 'trash': Posthumanism, border struggles, and humanitarian politics." <i>Political Geography</i> 39: 11-21.</p>
	W	03/17/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	03/19/2021	<p><b>Discussion seminar #9</b> (synchronous via Zoom)</p> <p><b>Posthuman geographies</b></p> <p><b>Reading review #7 due, seminar presentation #7</b></p>
NEOLIBERALISM AND THE UNIVERSITY			
11	M	03/22/2021	<p><b>Office hours</b></p> <p><b>Readings for the week:</b></p> <p>Lazzarato M (2012). "Neoliberalism in Action: Inequality, Insecurity and the Reconstitution of the Social". <i>Theory, Culture &amp; Society</i>, 26 (6): 109-133.</p> <p>Mountz A, Bonds A, Mansfield B, Loyd J, Hyndman J, Walton-Roberts M, et al (2015). "For Slow Scholarship: A Feminist Politics of Resistance through Collective Action in the Neoliberal University". <i>ACME</i>, 14 (4): 1235-1259.</p> <p>Meyerhoff E, Johnson E, and Braun B (2011). "Time and the University". <i>ACME</i>, 10 (3): 483-507.</p>
	W	03/24/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	03/26/2021	<p><b>Discussion seminar #10</b> (synchronous via Zoom)</p> <p><b>Neoliberalism and the university</b></p> <p><b>Reading review #8 due, seminar presentation #8</b></p>
SPRING INSTRUCTIONAL BREAK (MAR 31-APR 1 ONLY)			
12	M	03/29/2021	<b>Core assignment work week – no readings</b>



			<b>Extended office hours</b>
	W	03/31/2021	<b>Core assignment work week – INSTRUCTIONAL BREAK</b>
	F	04/02/2021	<b>Core assignment work week – no seminar</b> <b>Extended office hours</b>
<b>ANTHROPOCENE</b>			
<b>13</b>	M	04/05/2021	<b>Office hours</b> <b>Readings for the week:</b> *Pulido, L. (2018) "Racism and the Anthropocene". <i>The Remains of the Anthropocene</i> (eds.) G. Mitman, R. Emmett & M. Armiero. Chicago: University of Chicago Press: 116-128. Saldanha, A. (2019). "A Date with Destiny: Racial Capitalism and the Beginnings of the Anthropocene." <i>Environment and Planning D: Society and Space</i> 38(1): 12-34. Simpson, M. (2018). "The Anthropocene as Colonial Discourse." <i>Environment and Planning D: Society and Space</i> 38(1): 53-71. Waters, C. N., et al. (2016). "The Anthropocene is Functionally and Stratigraphically Distinct from the Holocene." <i>Science</i> 351(6269): aad2622.
	W	04/07/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	04/09/2021	<b>Discussion seminar #11 (synchronous via Zoom)</b> <b>Anthropocene</b> <b>Reading review #9 due, seminar presentation #9</b>
<b>TOPOLOGY</b>			
<b>14</b>	M	04/12/2021	<b>Office hours</b> <b>Readings for the week:</b> Martin, L. and A. J. Secor (2013). "Towards a post-mathematical topology." <i>Progress in Human Geography</i> 38(3): 420-438. Mitchell, K. and K. P. Kallio (2016). "Spaces of the Geosocial: Exploring Transnational Topologies." <i>Geopolitics</i> 22(1): 1-14.

			Steinberg, P. and K. Peters (2015). "Wet Ontologies, Fluid Spaces: Giving Depth to Volume Through Oceanic Thinking." <i>Environment and Planning D: Society and Space</i> 33(2): 247-264.
	W	04/14/2021	<b>Video lecture</b> (asynchronous via Carmen)
	F	04/16/2021	<b>Discussion seminar #12 (synchronous via Zoom)</b> <b>Anthropocene</b> <b>Reading review #10 due, seminar presentation #10</b>
15	M	04/19/2021	<b>Core assignment work week – no readings</b> <b>Extended office hours</b>
	W	04/21/2021	<b>Core assignment work week – no video lecture</b> <b>Extended office hours</b>
<b>Exam week</b>			
04/23/2021-03/29/2021			
<b>Core assignment due 04/23/2021 via Carmen no later than 5:00 p.m.</b>			