

SYLLABUS

GEOG 4100

Geographic Inquiry

Spring 2024 (full term)

3 credit hours

In person, no remote option

Day: Wednesday

Time: 2:20-5:20pm

Location: Derby Hall 1186



LIFE: “Full frame of movie audience wearing special 3D glasses to view film *Bwana Devil* which was shot with new natural vision 3-dimensional technology.” photo by J.R. Eyerman, Paramount Theater, Hollywood, California, November 26, 1952.

COURSE OVERVIEW

Instructor

Name: Professor Mat Coleman, <https://u.osu.edu/coleman.373/>

Email: coleman.373@osu.edu

Office location: 1063B Derby Hall

Office hours: Fridays, 12:30pm-2:30pm

- Office hours are not individualized; you can expect multiple visitors during office hours, and a collective, group-style discussion.

Preferred means of communication:

- My preferred method of communication for questions is office hours. I can also answer questions by email, but please don't send me essay-like questions over email. Come to office hours with the longer, more difficult questions.
- My class-wide communications will be sent via email. I will also post announcements on Carmen.

Prerequisites

There are no prerequisites for this class. However, this class is designed as a reading-intensive capstone seminar for students in the Geography B.A. Hence, background experience in Geography—and familiarity with basic geographical concepts, theories, and methodologies, at least at the 3000-level—will be assumed.

Course description

To provide Geography **majors and minors in the Urban, Regional and Global Studies/Environment & Society/Social and Environmental Geography specializations** 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.

Course learning outcomes

By the end of this course, students should successfully be able to:

- **Critically evaluate different theoretical and methodological approaches to human geography, each situated in specific spatial and temporal contexts** (Geography Program Goals A.1.a; A.1.c; A.1.d; A.1.e; A.2.a; A.2.b' A.2.c);
- **Review and critique complex ideas in cutting-edge human geography debates in their own words, and with a public non-academic audience in mind** (Geography Program Goals C.1.a.; C.1.c; C.1.d; C.1.e.; C.1.h.; C.1.i; C.1.j);
- **Work in teams effectively** (Geography Program Goals C.2.a; C.2.b; C.2.c; C.2.d); and
- **Critically engage real-world, actually-existing problems involving social and environmental justice from multiple vantagepoints, and across multiple scales** (Geography Program Goals D.1.a.; D.1.b; D.1.c; D.1.d; D.2.b.; D.2.d).

HOW THIS COURSE WORKS

Mode of delivery: This course is **100% in person**. All lectures and office hours will be held on campus. **If I get sick, and coming to campus is not an option, I will post a Zoom-based video lecture on Carmen in place of meeting as a group.**

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students 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.**

This course is a seminar: A seminar is not a lecture. In a lecture-formatted class, there is typically not a lot of interaction between the professor and the students; the professor talks, and the students take notes, occasionally asking questions. In contrast, **a seminar is a group learning exercise or workshop-style environment, anchored in reading and discussing texts, and featuring extensive communication among students and the professor.** Although the professor typically curates the seminar, **the students participate at least as actively as the professor in seminar discussions.** This means seminars **place much more responsibility on students.** Indeed, seminars are about **active learning—where students engage directly and intensively with class material through discussion and problem-solving.** Overall, seminars are pedagogically more productive than lectures, where learning is mostly transmissive or passive.

Three hours is a long time to be engaged in conversation, and you will need to be well-prepared. **Successful seminar participation requires that:**

- you read diligently and carefully before coming;
- you bring the readings to seminar so that you can anchor comments in the texts;
- you come armed with a series of questions and/or comments on the readings;

- you talk;
- you listen, carefully;
- you treat your colleagues with respect, meaning that you acknowledge their contributions and that you structure disagreement with your colleagues so that it is productive; and
- you take notes.

As described in the assignment section below, you are required to come to seminar with:

- a **one-page summary of the readings for the week**; and
- a **page of questions and/or comments** which will serve as prompts for our discussion

I will collect the one-page summaries and your question/comment sheets at the end of the seminar. I will grade you on this material.

We will break the seminar into **two ~ 80 minute periods, with a 15-minute break in between**. You are welcome to visit the restroom or grab a coffee during the break, but you must be re-seated within the 15-minute window.

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. In sum, your week should look something like this:

Th	F	M	T	W
Download readings from the library website	Read for seminar (2 hours)	Read for seminar (2 hours)	Prepare one-page summary of readings (30 mins)	Attend seminar ready to be an active participant in our discussions (3 hours)
Read for seminar (1 hour)	Visit office hours with questions		Prepare question and comment sheet (30 mins)	Turn in summary and question sheets

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Instead of a textbook, we will be reading peer-reviewed journal articles and/or book chapters. Some weeks have more readings than others, but on average students will be responsible for 3 readings per week. **You are expected to find and download the readings from the university's library website, at 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.

My advice with respect to the readings is to **make use of the internet while you read**, for example to look up words you don't understand or read quickly on specific events. I also recommend that you consult human geography dictionaries or encyclopedias while you read.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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.
- Download the Duo Mobile application (go.osu.edu/install-duo) to 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) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance of weekly discussion seminars, for 14 weeks <i>1pt earned per week, for 14 weeks</i>	14
Effort and participation during weekly discussion seminars, for 14 weeks <i>2 pts earned per week, for 14 weeks</i>	28
Weekly summary sheets (see details below), for 9 weeks <i>1pt earned per week, for 9 weeks</i>	9
Weekly question sheets (see details below), for 9 weeks <i>1pt earned per week, for 9 weeks</i>	9
Core assignment <i>30pts earned for the 'written' assignment</i> <i>10pts earned for the presentation</i>	40
Total	100

Descriptions of major course assignments and late policy

Attendance (14 weeks of attendance, including discussion seminars and group work seminars)

Description: At the start of each seminar, I will circulate an attendance sheet. You have until the end of the first period of the seminar to sign the sheet.

Academic integrity and collaboration: My expectation is that you are in seminar and sign your own name. Signing for others will constitute a COAM violation.

Missed seminar? I will not dock you for attendance if you provide documentation of a **verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service**. Otherwise, a missed seminar will count against your attendance grade.

Effort and participation (14 weeks, including discussion seminars and group work seminars)

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 seminars (see rubric below)**. I will be looking for evidence across the semester that you are doing the readings, that you are leading discussions, 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.

Missed seminar? I will not dock you for effort and participation if you provide documentation of a **verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service**. Otherwise, a missed seminar will count against your attendance grade.

Effort and participation rubric			
Unsatisfactory	Below expectations	Meets expectations	Impressive
0/20-10/20	12/20-14/20	16/20-18/20	19/20-20/20
One or more unexcused absences	Attends class regularly, no unexcused absences	Attends class regularly, no unexcused absences	Attends all classes, no unexcused absences
Does not speak or only speaks when called on	Rarely speaks	Participates consistently and meaningfully	Participates frequently and meaningfully, contributes new and/or interesting ideas to move the conversation forward
Not attentive and/or unprepared	Not always attentive, sometimes not well-prepared	Attentive, engaged, prepared	Attentive, engaged, prepared
Uses electronic devices in class for non-class related purposes	Uses electronic devices in class for non-class related purposes	Does not use electronic devices in class for non-class related purposes	Does not use electronic devices in class for non-class related purposes
Not always on task, or not always engaged during group work	Not always on task, or not always engaged during group work	On task and engaged during pair/group work	On task and engaged during pair/group work

Weekly summary sheets (9 weeks, only discussion seminars)

Summary sheet description: Rather than a comprehensive summary of the readings, the one-page weekly reading summary will succinctly and competently review each of the readings for the week in terms of a **core theme running throughout the readings**. You will be rewarded for comprehension, communication, accuracy, and basics such as spelling and grammar.

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.

Missed seminar? If you provide documentation of a **verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service**, I will still require your weekly summaries and question sheets **on time**. I will use these as evidence that you have done the readings and would otherwise be ready to participate. I will also introduce your questions during the seminar you're missing.

Weekly question sheets (9 weeks, only discussion seminars)

Question sheet description: Your question sheet must demonstrate considered engagement with the readings, but may be written out in bullet points. I will be looking to see if you are developing text-specific and text-driven questions, meaning that your questions and/or comments are anchored in specific arguments/paragraphs in the readings.

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.

Missed seminar? If you provide documentation of a **verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service**, I will still require your weekly summaries and question sheets **on time**. I will use these as evidence that you have done the readings and would otherwise be ready to participate. I will also introduce your questions during the seminar you're missing.

Core assignment

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 seminar 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, i.e., podcast, online video, art installation, graphic novel, board game, screen play, musical performance, screen play, creative writing, etc.** If I was accepting traditional term papers for your core assignment, I would be asking for roughly 10 pages of double-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 are strongly encouraged to **work in teams** of up to three people. The workload requirements above apply to each member of a team, meaning that a three-member team would be responsible for documenting 30 pages of work.

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 (week 7).

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. However, because you may work in teams, I am anticipating that 'your own original work' will be a product of collaborative group work. 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.

Grading scale

93–100: A	An “A” grade indicates outstanding performance in the class, in comparison with other students.
90–92.9: A-	An “A-” grade indicates very good performance in the class, in comparison with other students.
87–89.9: B+	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.
83–86.9: B	
80–82.9: B-	
77–79.9: C+	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.
73–76.9: C	
70–72.9: C-	
67–69.9: D+	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.
60–66.9: D	
Below 60: E	An “E” grade indicates that the student has not successfully satisfied the course requirements.

The above qualitative language on grades is adopted from

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

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)** at any time if you have a technical problem.)

- **Grading and feedback:** For assignments you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. I do not check email on the weekends and after 5 p.m. during the weekday.

OTHER COURSE POLICIES

Discussion and communication guidelines

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

- ▶ **Email communication style:** I expect proper email etiquette. This means using your osu.edu email address for communication, writing the subject of your email in the subject line, identifying which class you're taking with me, being concise, not writing in block letters, using spell check, not deleting prior communications on your reply, and ending with a signature that includes your contact information. You can find useful information on how to communicate via email at <https://onpace.osu.edu/modules/polishing-your-job-etiquette-skills/communicate-as-a-professional/e-mail-etiquette-content-area>
- ▶ **Tone and civility during seminar:** It is my responsibility to ensure that students' participation in seminar is orderly and respectful. **My core expectation is that students will, always and without any exceptions, act professionally and courteously in the seminar room.** I am expecting that your engagement with me, and especially with your peers, is not hostile or derisory, and that you respect social difference. **I will not tolerate language that is racist, sexist, patriarchal or homophobic.** If you use derisive or hateful language, or otherwise engage me, or your peers, in a hostile manner, I will remove you from the seminar.
- ▶ **Tone and civility during office hours:** Office hours are not individualized; you can expect multiple visitors. As a result, let's maintain a supportive learning community during office hours where everyone feels safe and where people can disagree amicably.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Using Artificial Intelligence (AI) in this class

AI can be useful in a pedagogical context. For example, AI can help summarize or clarify difficult texts. AI can assist with grammar and language acquisition, especially for ESL students. AI can also act as a brainstorming tool.

However, AI has significant limitations. For example, it can generate incorrect or incomplete information, and oftentimes fails to provide accurate summaries of published scholarly work. It can generate fabricated evidence and generate bias. Perhaps most importantly, AI can include plagiarized text without proper attribution. This means that if you use AI-generated text that is plagiarized, you will be held accountable for any COAM implications, noted above. For more on the promises and pitfalls of AI, see <https://teaching.resources.osu.edu/teaching-topics/ai-considerations-teaching-learning>.

The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in this course for the following activities related to work you are handing in for a grade:

- Brainstorming ideas
- Refining ideas
- Finding information on a topic
- Drafting an outline to organize your thoughts
- Checking grammar, spelling, and style

If you are using AI to find information on a topic, I highly advise using a second source to validate that information.

The use of generative AI tools is not permitted in this course for the following activities related to work you are handing in for a grade:

- Writing drafts of assignments
- Writing entire sentences, paragraphs, or assignments

If you use AI tools:

- You must first **consult with me or the TA**, as well as **provide precise details on how you will use AI and to what end**, as per the rules above. If you do not consult with us, and do not receive written approval to use AI, you cannot use it.
- If you use generative AI in your work, **you must document, in detail, how and where you used it**. For example, you can use footnotes to indicate where you used AI in an assignment, in much the same way you might cite a source.

- **You are responsible for any information you submit in an assignment using generative AI, keeping in mind the points raised above about the fallibility of AI-generated information. If an AI tool generates plagiarized content, and you use it, you are responsible for the plagiarized content as per COAM.**

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

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.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Land Acknowledgement

We acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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 resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

W K	TOPIC	DATE	DETAILS
1	SYLLABUS REVIEW AND PRO TIPS	1.10.2024	<p>Syllabus review: What are my expectations, and what are your responsibilities?</p> <p>Protips: How to read, and retain what you're reading How to prepare for seminar How to organize your work week How to use the library How to work in groups</p> <p>Breakout group activity: What is geography? What are your key concepts and tools?</p> <p>Filling in the blank weeks on the syllabus: What are topics you want to read about?</p>
2	SPACE AND PLACE	1.17.2024	<p>MASSEY, D. (1993). "Power-Geometry and a Progressive Sense of Place". <i>Mapping the Futures</i> (eds.) J. Bird, B. Curtis, T. Putnam & G. Robertson. London, Routledge, pp. 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, pp. 117-148.</p>
3	WORKSHOP	1.24.2024	<p>Group project work, in-person</p> <p>Assign ownership for TBD weeks, and select readings</p>

4	THE PRODUCTION OF SPACE	1.31.2024	MERRIFIELD, A. (2006). "Space". <i>Henri Lefebvre: A Critical Introduction</i> . London: Routledge, pp. 99-120. SOJA, E. (1996). "The Extraordinary Voyages of Henri Lefebvre". <i>Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places</i> . Cambridge: Blackwell, pp.26-52.
5	POSITIONALITY	2.7.2024	ROSE, G. (1997). "Situating Knowledges: Positionality, Reflexivities and Other Tactics." <i>Progress in Human Geography</i> 21(3), pp. 305-320. 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, pp. 81-124.
6	TOPOLOGY I	2.14.2024	MARTIN, L. & SECOR, A. J. (2013). "Towards a Post-Mathematical Topology." <i>Progress in Human Geography</i> 38(3), pp. 420-438. COCKAYNE, D. G., RUEZ, R. & SECOR, A. J. (2019). "Thinking Space Differently: Deleuze's Möbius Topology for a Theorization of the Encounter." <i>Transactions of the Institute of British Geographers</i> 45(1), pp.194-207. CLARK, N. & HIRD, M. J. (2014). "Deep Shit." <i>O-Zone: A Journal of Object-Oriented Studies</i> 1(1), pp. 44-52.
7	TOPOLOGY II	2.21.2024	BROWN, M. & C. RASMUSSEN (2010). "Bestiality and the Queering of the Human Animal." <i>Environment and Planning D: Society and Space</i> 28(1), pp. 158-177. 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), pp. 224-236.
8	BLACK GEOGRAPHIES	2.28.2024	LAST DATE TO SUBMIT GROUP WORK CONTRACTS MCKITTRICK, K. (2015). "Mathematics Black Life." <i>The Black Scholar</i> 44(2), pp. 16-28. HAWTHORNE, C. (2019). "Black matters are Spatial Matters: Black Geographies for the Twenty-First Century." <i>Geography Compass</i> 13(11), pp.1-13. WRIGHT, W. J. (2019). "The Morphology of Marronage." <i>Annals of the American Association of Geographers</i> 110(4): 1134-1149.
9	STUDENT READINGS	3.6.2024	TBD
10	SPRING BREAK	3.13.2024	NO CLASSES, OFFICES OPEN
11	STUDENT READINGS	3.20.2024	TBD
12	STUDENT READINGS	3.27.2024	TBD
13	WORKSHOP	4.3.2024	Group project work, in-person
14	WORKSHOP	4.10.2024	Group project work, in-person
15	PRESENTATIONS	4.17.2024	In-class
16	FINAL PROJECT DUE	4.24.2024	Due at 5:20pm