



# SYLLABUS

# GEOG 8100

## Development of Geographic Thought

Autumn 2024 (full term)

3 credit hours

In person, no remote option

**Day: Tuesday**

**Time: 4-7pm**

**Location: Derby Hall 1116**

## COURSE OVERVIEW

### Instructor

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

**Email:** [coleman.373@osu.edu](mailto:coleman.373@osu.edu)

**Office location:** 1036B Derby Hall

**Office hours:** Fridays, 10-noon, and by appointment via Emily Cody ([cody.50@osu.edu](mailto:cody.50@osu.edu)) if needed

- Office hours are not individualized. Because of my duties as chair, we may need to reschedule office hours.

**Preferred means of communication:**

- My preferred method of communication for questions is office hours. I can also answer questions by email, but please keep questions brief.
- Class-wide communications will be sent via Carmen.

## Prerequisites

There are no prerequisites for this class.

## Course description

This course engages with a series of select but essential geographical concepts (space, scale, place, mapping, topology, topography) from a broad interdisciplinary perspective, encompassing climatology, GIS, human geography, physical geography, and remote sensing. We will explore the different ways in which geographers define and operationalize these concepts, focusing in particular on theoretical and methodological shifts of emphasis, changes in methods, and broader social, political, cultural, and environmental pressures which have shaped how key geographical concepts are understood and deployed.

The goals of this course are:

- To understand both the history and breadth of the discipline, including knowledge of major approaches and how they have changed over time.
- To move beyond disciplinary silos to identify concepts and/or debates that both unite and differentiate these different approaches—and how that might change in the future as we continue to shape the trajectory of the discipline.
- To read the work of Geography faculty at Ohio State and to talk with them about their research and professional experience.
- To contribute to your professionalization in terms of deepening your understanding of common practices, networks, and opportunities associated with the pursuit of your degree (and beyond).
- To build a supportive community within and beyond your graduate cohort.
- To familiarize you with the multiple contexts in which undergraduates—who you may be involved in teaching—are learning the discipline.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is **100% in person**. All seminars and office hours will be held on campus. **If I get sick, and coming to campus is not an option, we can either postpone or convene via Zoom.**

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://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 a **group learning exercise or workshop-style environment, anchored in reading and discussing texts, and featuring extensive communication among students**. Although the professor typically curates the seminar, **the students participate at least as actively as the professor in discussions**. This means seminars **place the bulk of responsibility on students** in terms of engaging **directly and intensively with class material through collective discussion and problem-solving**.

Three hours is a long time to be engaged in conversation; you will need to be well-prepared! **Successful seminar participation requires:**

- reading diligently and carefully before coming;
- bringing the readings to seminar so that you can anchor comments in the texts;
- coming with a series of questions and/or comments on the readings;
- talking;
- listening, carefully;
- treating your colleagues with respect, acknowledging their contributions and structuring disagreement with them so that it is productive; and
- taking notes.

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 will complete ~5 readings relevant to the topic under consideration. Some weeks have more page counts than other weeks; schedule your time accordingly.

Your week should look something like this:

Wed	Thurs	Fri	Mon	Tues
Download readings from the library website	Read	Come to office hours with questions	Prepare annotated bibliographies (30 mins)	Attend seminar ready to be an active participant in our discussions (3 hours)
Read		Read	Prepare question sheet (30 mins)	Turn in annotated bibliographies 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. **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. Please email me if there are challenges with getting any of the readings.

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 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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](https://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](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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](http://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](http://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	PERCENTAGE
Attendance— <i>5 pts weekly, 13 weeks (1-11, 13, 16)</i>	65	7%
Effort/participation— <i>10 pts weekly, 13 weeks (1-11, 13, 16)</i>	130	13%
Annotated bibliographies— <i>10 pts weekly, 12 weeks (2-11, 13, 16)</i>	120	12%
Question sheets— <i>5 pts weekly, 12 weeks (2-11, 13, 16)</i>	65	7%
Faculty Q&A facilitator role	250	25%
Core written assignment	375	38%
Total	1,000	100%

## Descriptions of major course assignments and late policy

### Attendance (13 weeks of attendance, including discussion seminars and faculty Q&A sessions)

**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 (13 weeks of attendance, including discussion seminars and faculty Q&A sessions)

**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 effort/participation grade.

<b>Effort and participation rubric (on 10 points)</b>			
<b>Unsatisfactory</b>	<b>Below expectations</b>	<b>Meets expectations</b>	<b>Leads cohort</b>
<b>Less than 6 pts</b>	<b>6-7 pts</b>	<b>8-9 pts</b>	<b>10 pts</b>
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

### **Annotated bibliographies (12 weeks)**

**Description:** An annotated bibliography is a list of sources (books, articles, etc.), accompanied by annotations that provide additional information about each source. The purpose of an annotated bibliography is to give the reader a summary of each source's content, an evaluation of its relevance and quality, and an explanation of its usefulness to the research topic. The three basic components of an annotated bibliography include:

- 1) A full citation formatted according to a specific and uniform citation style (e.g., APA, MLA, Chicago).
- 2) A concise overview of the main points in the citation.
- 3) An assessment of the source's credibility, objectivity, and contribution to the field.
- 4) A brief explanation of how the source is relevant to the specific research topic or discussion.



**Academic integrity and collaboration:** Your annotated bibliographies should be your own original work. You may not work in teams.

**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 annotated bibliographies 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.

### Question sheets (12 weeks)

**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 question sheets should be your own original work. You may not work in teams.

**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 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.

### Faculty Q&A session (1x)

**Description:** You will pair up with one other student to host a faculty visitor. This will involve considerable prior preparation, including meeting with the faculty member and interviewing them about specific items in their CV. The interview will be focused on the faculty member's research and professional trajectory and should take 30-45 minutes. You will also be required to collect and share:

- 1) an up to date CV;
- 2) (one of) the most influential papers/books the faculty member read as a graduate student;
- 3) the favorite among the faculty member's own publications; and,
- 4) a recent paper by someone else, that the faculty member thinks is an exciting path forward in your field.

You will also be responsible for leading the Q&A session and recommending three readings for each faculty member. We will develop a protocol for this during the first seminar.

**Academic integrity and collaboration:** This is a team exercise.

**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 preparatory documents on time.** I will use these as evidence that you have done the work and would otherwise be ready to participate. Your colleague will lead the seminar you're missing.

### **Core assignment (1x)**

**Description:** You will submit a final paper (20 pages, double-spaced, 12 pt font) that will be based on your reading and synthetic analysis of at least 5 research papers/chapters from this syllabus plus an additional 5 in geography or cognate field. The additional papers may be: a) written by a scholar whose work you'd like to know better; b) about an area of science you'd like to know more about—be it a method, a topic, or a concept. Discuss your plans with me so together we can ensure that this paper is as useful to you as possible. The paper should be properly cited and include a bibliography.

I will provide a grading rubric and citation guidelines for this assignment.

**Academic integrity and collaboration:** Your core assignment should be your own original 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.

**There is no late option for the core assignment.**

## Grading scale

Letter grade and numeric range	Qualitative description
93–100: A	An “A” grade indicates <b>outstanding performance</b> in the seminar, in comparison with other students.
90–92.9: A-	An “A-” grade indicates <b>very good performance</b> in the seminar, in comparison with other students.
87–89.9: B+	A “B+”, “B” and “B-“ grade indicates <b>above average performance</b> in the seminar, 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 <b>average performance</b> in the seminar, 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 <b>low performance</b> in the seminar, 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 seminar 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>

Please note that to be in good academic standing in the Graduate School, **a student must maintain a graduate cumulative GPA of 3.0 or better in all graduate credit courses** at The Ohio State University and must maintain reasonable progress toward Graduate School or graduate program requirements.

## 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://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 annotated bibliographies
- Writing entire sentences, paragraphs, or assignments

If you use AI tools:

- You must first **consult with me**, 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 me, 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/>

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](mailto: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

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

## 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 Greenville and the forced removal of tribes through the Indian Removal Act of 1830. 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 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

## COURSE SCHEDULE

You are responsible for reading 4-5 peer-reviewed journal articles per week. These are listed below by date of publication. At the end of each seminar, we will briefly discuss the next week's readings and suggest the order in which they are best read.

We will likely adjust the readings based on our first few weeks together in the seminar.

Each reading is identified with a primary subfield according to the following legend:

- [ALL] — relevant to all subfields
- [CLIM] — centered on Climatology
- [GIS] — centered on GIS
- [HUM] — centered on Human Geography
- [PHYS] — centered on Physical Geography
- [RS] — centered on Remote Sensing
- [SA] — centered on Spatial Analysis

Wk	Date	Topic	Readings	Due
1	Aug 20, 2024	<b>Introductions, syllabus review, setting expectations</b>	N/A	
2	Aug 27, 2024	<b>Narrating (the history of) geography</b>	Choose any 5 of the following: <ul style="list-style-type: none"> <li>• [ALL] SWAB, J. (2024). "Assessing Geography's Place in U.S. Higher Education: An Analysis of Undergraduate Geography Course Enrollment from 1948 to 2000." <i>The Professional Geographer</i>: 1-14.</li> <li>• [ALL] COOMES, O. T., C. ABIZAID, S. BREAU AND T. R. MOORE (2022). "The Academic Job Market in U.S. Geography and the</li> </ul>	Annotated bibliographies  Question sheet

			<p>Business Cycle: The Long Shadow of the 2007–2009 Recession." <i>The Professional Geographer</i> 74(4): 602-619.</p> <ul style="list-style-type: none"> <li>• [ALL] KINKAID, E. and L. FRITZSCHE (2022). "The Stories We Tell: Challenging Exclusionary Histories of Geography in U.S. Graduate Curriculum." <i>Annals of the American Association of Geographers</i> 112(8): 2469-2485.</li> <li>• [HUM] [GIS] Rose-Redwood, R., N. Blu Barnd, A. H. e. Lucchesi, S. Dias and W. Patrick (2020). "Decolonizing the Map: Recentring Indigenous Mappings." <i>Cartographica: The International Journal for Geographic Information and Geovisualization</i> 55(3): 151-162.</li> <li>• [ALL] KEIGHREN, I. M., J. W. CRAMPTON, F. GINN, S. KIRSCH, A. KOBAYASHI, S. N. NAYLOR and J. SEEMANN (2016). "Teaching the History of Geography." <i>Progress in Human Geography</i> 41(2): 245-262.</li> <li>• [ALL] 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.</li> <li>• [ALL] MAHTANI, M. (2004). "Mapping Race and Gender in the Academy: The Experiences of Women of Color Faculty and Graduate Students in Britain, the US and Canada." <i>Journal of Geography in Higher Education</i> 28(1): 91-99.</li> </ul>	
3	Sept 3, 2024	<b>Geography at Ohio State and in U.S. higher ed after WWII</b>	<ul style="list-style-type: none"> <li>• [HUM] MOUNTZ, A. and K. WILLIAMS (2023). "Let Geography Die: The Rise, Fall, and "Unfinished Business" of Geography at Harvard." <i>Annals of the American Association of Geographers</i> 113(8): 1977-2002.</li> <li>• [HUM] BARNES, T. J. (2008). "Geography's Underworld: the Military-Industrial Complex, Mathematical Modelling and the Quantitative Revolution." <i>Geoforum</i> 39(1): 3-16.</li> <li>• [HUM] BARNES, T. J. (2016). "American Geographers and World War II: Spies, Teachers, and Occupiers." <i>Annals of the American Association of Geographers</i> 106(3): 543-550.</li> </ul>	<p>Annotated bibliographies</p> <p>Question sheet</p>

			<ul style="list-style-type: none"> <li>• [PHYS] [HUM] Cloud, J. (2001). "Imaging the World in a Barrel: CORONA and the Clandestine Convergence of the Earth Sciences." <i>Social Studies of Science</i> 31(2): 231-251.</li> <li>• [PHYS] [HUM] CLOUD, J. (2000). "Crossing the Olentangy River: The Figure of the Earth and the Military-Industrial-Academic Complex, 1947-1972." <i>Studies in the History of Modern Physics</i> 31(3): 371-404.</li> </ul>	
4	Sept 10, 2024	<b>Space</b>	<ul style="list-style-type: none"> <li>• [GIS] [SA] FRANKLIN, R. S., E. C. DELMELLE, C. ANDRIS, T. CHENG, S. DODGE, J. FRANKLIN, A. HEPPENSTALL, M. P. KWAN, W. LI, S. MCLAFFERTY, J. A. MILLER, D. K. MUNROE, T. NELSON, O. ONER, D. PUMAIN, K. STEWART, D. TONG and E. A. WENTZ (2023). "Making Space in Geographical Analysis." <i>Geographical Analysis</i> 55(2): 325-341.</li> <li>• [PHYS] RHOADS, B. L. (2022). "Whither Physical Geography Redux: Revisiting the Place of Physical Geography in the United States." <i>Environment and Planning F</i> 1(1): 52-65.</li> <li>• [HUM] Merriman, P., M. Jones, G. Olsson, E. Sheppard, N. Thrift and Y.-F. Tuan (2012). "Space and Spatiality in Theory." <i>Dialogues in Human Geography</i> 2(1): 3-22.</li> <li>• [SA] LOGAN, JOHN R. "Making a Place for Space: Spatial Thinking in Social Science." <i>Annual Review of Sociology</i> 38 (2012): 507-24.</li> <li>• [HUM] MASSEY, D. (2009). "Concepts of Space and Power in Theory and in Political Practice." <i>Documents D Analisi Geografica</i> 55: 15-26.</li> </ul>	<p>Annotated bibliographies</p> <p>Question sheet</p>
5	Sept 17, 2024	<b>Scale, MAUP, ecological fallacy</b>	<ul style="list-style-type: none"> <li>• [GIS] [SA] LI, L., H. BAN, S. P. WECHSLER and B. XU (2018). "Spatial Data Uncertainty". <i>Comprehensive Geographic Information Systems</i>: 313-340.</li> <li>• [PHYS] DARK, S. J. and D. BRAM (2016). "The Modifiable Areal Unit Problem (MAUP) in Physical Geography." <i>Progress in Physical Geography: Earth and Environment</i> 31(5): 471-479.</li> </ul>	<p>Annotated bibliographies</p> <p>Question sheet</p>

			<ul style="list-style-type: none"> <li>• [HUM] MARSTON, S. A., J. P. JONES and K. WOODWARD (2005). "Human Geography without Scale." <i>Transactions of the Institute of British Geographers</i> 30(4): 416-432.</li> <li>• [HUM] MOORE, A. (2008). "Rethinking scale as a Geographical Category: From Analysis to Practice." <i>Progress in Human Geography</i> 32(2): 203-225.</li> </ul>	
6	Sept 24, 2024	Mapping	<ul style="list-style-type: none"> <li>• [GIS] [SA] [RS] [PHYS] WARREN, S., M. BAMPTON, L. CORNICK and N. PATOLO (2023). "Mapping the Anthropogenic Ocean: A Critical GIS Approach." <i>Geographical Review</i> 113(4): 554-572.</li> <li>• [GIS] [SA] [RS] BENNETT, M. M., J. K. CHEN, L. F. ALVAREZ LEÓN and C. J. GLEASON (2022). "The Politics of Pixels: A Review and Agenda for Critical Sensing." <i>Progress in Human Geography</i> 46(3): 729-752.</li> <li>• [GIS] [SA] [HUM] ELWOOD, S. A. (2022). "Toward a Fourth Generation Critical GIS: Extraordinary Politics." <i>ACME: An International Journal for Critical Geographies</i> 21(4): 436-447.</li> <li>• [GIS] [SA] GOODCHILD, M. (2001). A Geographer Looks at Spatial Information Theory. <i>Spatial Information Theory—COSIT 2001 Lecture Notes in Computer Science</i>. Berlin, Springer: 1-13.</li> <li>• [GIS] [SA] [HUM] SCHUURMAN, N. (2000). "Trouble in the Heartland: GIS and its Critics in the 1990s." <i>Progress in Human Geography</i> 24(4): 569-590.</li> </ul>	<p>Annotated bibliographies</p> <p>Question sheet</p>
7	Oct 1, 2024	Core project workshop	<p>Come with a one-page synopsis of your planned core project, including the 5 articles you plan to use from the syllabus as well as additional 5 articles you plan to incorporate into the project. Be prepared to discuss a thesis statement or 'organizing principle' for the project. I will be expecting 'surgery-style' discussion for each one-pager.</p>	N/A
8	Oct 8, 2024	Geog@OSU—GIS	<p>Q&amp;A session w/ Dr. Sandy Wong, 5:30-7pm</p> <p>3 readings will be assigned by Dr. Wong, syllabus will be updated on Carmen Canvas</p>	<p>Annotated bibliographies</p> <p>Question sheet</p>

				Faculty Q&A activity + supporting documents
9	Oct 15, 2024	<b>Geog@OSU— human geography</b>	Q&A session w/ Dr. Theresa Hice-Fromille, 5:30-7pm 3 readings will be assigned by Dr. Hice-Fromille, syllabus will be updated on Carmen Canvas	Annotated bibliographies  Question sheet  Faculty Q&A activity + supporting documents
10	Oct 22, 2024	<b>Nature</b>	<ul style="list-style-type: none"> <li>• <b>[CLIM] [HUM] [PHYS]</b> ADAMSON, G. (2021). "Situating El Niño: Toward a Critical (Physical) Geography of ENSO Research Practice." <i>Annals of the American Association of Geographers</i> 112(4): 877-892.</li> <li>• <b>[PHYS]</b> BRIERLEY, G., K. FRYIRS, H. REID and R. WILLIAMS (2021). "The Dark Art of Interpretation in Geomorphology." <i>Geomorphology</i> 390:1-13.</li> <li>• <b>[PHYS] [GIS] [RS]</b> BRAUN, A. C. (2021). "More Accurate Less Meaningful? A Critical Physical Geographer's Reflection on Interpreting Remote Sensing Land-Use Analyses." <i>Progress in Physical Geography: Earth and Environment</i> 45(5): 706-735.</li> <li>• <b>[HUM]</b> CLARK, N. and M. J. HIRD (2014). "Deep Shit." <i>O-Zone: A Journal of Object-Oriented Studies</i> 1(1): 44-52.</li> <li>• <b>[CLIM]</b> SKAGGS, R. H. (2004). "Climatology in American Geography." <i>Annals of the American Association of Geographers</i> 94(3): 446-457.</li> </ul>	Annotated bibliographies  Question sheet
11	Oct 29, 2024	<b>Geog@OSU— spatial science</b>	<ul style="list-style-type: none"> <li>• Q&amp;A session w/ Dr. Sen Wang, 5:30-7pm</li> <li>• 3 readings will be assigned by Dr. Wang, syllabus will be updated on Carmen Canvas</li> </ul>	Annotated bibliographies  Question sheet

				Faculty Q&A activity + supporting documents
12	Nov 5, 2024	<b>Election Day—no seminar</b>	Ohio State has a university-wide day of asynchronous learning on Election Day as a one-time trial to support student participation. See <a href="https://oaa.osu.edu/election-day-asynchronous-learning">https://oaa.osu.edu/election-day-asynchronous-learning</a>	N/A
13	Nov 12, 2024	<b>Geog@OSU—atmospheric science</b>	<ul style="list-style-type: none"> <li>• Q&amp;A session w/ Dr. Joseph Chan, 5:30-7pm</li> <li>• 3 readings will be assigned by Dr. Chan, syllabus will be updated on Carmen Canvas</li> </ul>	<p>Annotated bibliographies</p> <p>Question sheet</p> <p>Faculty Q&amp;A activity + supporting documents</p>
14	Nov 19, 2024	<b>Place Meeting without Mat</b>	<ul style="list-style-type: none"> <li>• <b>[PHYS] [HUM]</b> BRUNO, T. (2022). "Ecological Memory in the Biophysical Afterlife of Slavery." <i>Annals of the American Association of Geographers</i> 113(7): 1543-1553.</li> <li>• <b>[GIS] [SA]</b> BLASCHKE, T., H. MERSCHDORF, P. CABRERA-BARONA, S. GAO, E. PAPADAKIS AND A. KOVACS-GYÖRI (2018). "Place versus Space: From Points, Lines and Polygons in GIS to Place-Based Representations Reflecting Language and Culture." <i>ISPRS International Journal of Geo-Information</i> 7(11).</li> <li>• <b>[HUM]</b> Malpas, J. (2012). "Putting Space in Place: Philosophical Topography and Relational Geography." <i>Environment and Planning D: Society and Space</i> 30(2): 226-242.</li> <li>• <b>[HUM]</b> McKittrick, K. (2011). "On Plantations, Prisons, and a Black Sense of Place." <i>Social &amp; Cultural Geography</i> 12(8): 947-963.</li> </ul>	<p>Annotated bibliographies</p> <p>Question sheet</p>

			<ul style="list-style-type: none"> <li>• [HUM] Anderson, J., P. Adey and P. Bevan (2010). "Positioning Place: Polylogic Approaches to Research Methodology." <i>Qualitative Research</i> 10(5): 589-604.</li> </ul>	
15	Nov 27-29, 2024	<b>Thanksgiving, Indigenous Peoples Day—no seminar</b>	N/A	N/A
16	Dec 3, 2024	<b>Topology, topography</b>	<ul style="list-style-type: none"> <li>• [GIS/SA] WESTERVELD, L. AND A. K. KNOWLES (2020). "Loosening the grid: topology as the basis for a more inclusive GIS." <i>International Journal of Geographical Information Science</i> 35(10): 2108-2127.</li> <li>• [HUM] COCKAYNE, D. G., D. RUEZ and A. J. SECOR (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): 194-207.</li> <li>• [HUM] MARTIN, L. &amp; SECOR, A. J. (2013). "Towards a Post-Mathematical Topology." <i>Progress in Human Geography</i> 38(3): 420-438.</li> <li>• [SA] ZHANG, X., E. MILLER-HOOKS AND K. DENNY (2015). "Assessing the Role of Network Topology in Transportation Network Resilience." <i>Journal of Transport Geography</i> 46: 35-45.</li> <li>• [GIS] [SA] THEOBALD, D. M. (2010). "Topology Revisited: Representing Spatial Relations." <i>International Journal of Geographical Information Science</i> 15(8): 689-705.</li> </ul>	<p>Annotated bibliographies</p> <p>Question sheet</p>
	Dec 10, 2024	Exam week	Exam week	Core assignment, due Dec 10