



SYLLABUS

GEOG 8400 (35499)

SEMINAR IN CRITICAL HUMAN GEOGRAPHY FOCUS, SPRING 2025: **WRITING WORKSHOP**

COURSE OVERVIEW

Course Information

- Class period: Thursdays, 4:00-7:00pm, Derby 1186
- Credit hours: 3
- Prerequisites: None
- Mode of delivery: In Person
- Should in-person classes be canceled (eg due to weather), I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via email.

Instructor: Professor Nancy Ettliger - she, her, hers

- Phone number: 614-292-2573
- Email: ettlinger.1@osu.edu (email directly, *not* via Canvas)
- Office: 1100 Derby Hall
- Office hours: 2:05pm – 3:35pm or by appointment (let me know before or after class or during class break, or email me if you would like to set up a meeting)

Course Description

This seminar is organized as a writing workshop for graduate students. Each student selects a work-in-progress on which to work over the course of the semester (e.g. a thesis/dissertation chapter, grant proposal, article manuscript). Each student receives in-person and written feedback from the other students and from me. (It is best to have a single project on which you work over the course of the semester, but other arrangements are possible.) The workshop offers students a valuable opportunity for students to get feedback on their own work as well as to learn how to give and receive engaged and constructive feedback in person and in writing.

HOW THIS COURSE WORKS

Materials

Students access all course materials on OSU's Carmen Canvas interface; no purchases are required, and no reading is assigned.

Course Strategy & Organization/Scheduling

Most weeks we will 'workshop' 3 authors' work-in-progress. Each author will submit 3 drafts of their work-in-progress over the course of the semester, and their final work at the end of the semester (Tuesday, April 22).

Authors upload a work-in-progress to the discussion forum in Carmen **1 week in advance of their workshop** (with the exception of the 1st week – see next paragraph). The uploaded work is *not* expected to be complete, even as a draft (though it should be in a state in which readers can figure out what's going on). **Readers** (all students and I) offer written, constructive, critical commentary in a reply to an author's post; these replies are **due by noon the day of class**. Readers should focus on issues such as argumentation, evidence, clarity, organization; if you would like to offer comments on issues such as grammar, punctuation, and typos, please copy the uploaded material, paste it into a Word file, use the review feature for editing and comments, and then attach your Word file to your reply.

During the 1st class, I will ask authors their preferences for scheduling, and I will post the schedule on Carmen. We will begin workshopping works-in-progress on the 2nd class of the semester (Jan 16); readers will have less than a week to read and comment on the uploaded drafts for the 1st workshop. The 1st set of 3 authors will need to post their initial work-in-progress as soon as possible; all this will be discussed during the 1st class.

50-55 minutes will be allotted to each author, followed by a 5–10-minute break; so, 3 short breaks during class. Within each 50-55-minute period, each author will listen to comments from all readers and then respond.

Before the week of the annual meeting of the AAG (American Association of Geographers), each student will present their work to the class in conference style – 4 authors on March 6 and 5 authors on March 20. Each student will be allotted 30 minutes (12-15 minutes for the presentation + 15 minutes Q/A and constructive commentary). Students going to the AAG can use this class as a practice session, and those not going to the conference can use this opportunity to put their research together in presentation mode and receive feedback.

There should be extra time in class on March 6 and March 20. As a class, we will determine what we will cover. Choices include but are not limited to: a CV workshop and/or discussion topics (eg constructive and destructive uses of generative AI products; writing for different venues such as theses/dissertations, articles, books, conference papers...).

The content of the last class on Thurs, April 17 will be determined by the class.

Absences

If you miss a class, you must still complete the work for that session and let me know in advance. Missing more than one class requires making alternative arrangements with me.

SCHEDULE

Jan 9: Introductions; discussion of authors' work-in-progress

16: workshop - 3 authors (1st round)

23: workshop - 3 authors (1st round)

29: workshop - 3 authors (1st round)

Feb 6: workshop - 3 authors (2nd round)

13: workshop - 3 authors (2nd round)

20: workshop - 3 authors (2nd round)

27: workshop - 3 authors (3rd round)

Mar 6: presentations - 4 authors

13: NO CLASS, Spring break

20: presentations - 5 authors

27: NO CLASS, AAG

Apr 3: workshop - 3 authors (3rd round)

10: workshop - 3 authors (3rd round)

17: tbd by class

final paper submission: Tuesday, April 22

GRADING

How Your Grade is Calculated (% breakdown)

| ASSIGNMENT CATEGORY | % OF FINAL LETTER GRADE |
|---|-------------------------|
| progress on project (weekly & final drafts, presentation) | 50% |
| participation in class and on Carmen | 50% |
| total | 100% |

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

COURSE POLICIES

Course Policy on the Use of Generative AI

As a writing workshop, this course is focused on developing students' writing skills. Therefore, use of generative AI products in writing and commentary is *prohibited*, excepting possible discussion and activity in the last hour of class. Failure to comply will result in a failing grade.

At our first meeting we will discuss the various uses of generative AI, students' views about generative AI products, their view of the university policy (indicated below under 'University Academic Policies'), and their view as to what a generative AI policy *should* be if different from the university policy.

UNIVERSITY ACADEMIC POLICIES

Ohio State's Policy on AI (<https://oaa.osu.edu/artificial-intelligence-and-academic-integrity>)

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology — but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course

specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Ohio State’s Policy on Academic Integrity (see also ‘Academic Policies’ on the left column of the Carmen Canvas page)

It is the responsibility of the Committee on Academic Misconduct (COAM) 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).

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.

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))

Plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else’s work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student’s essay, or any other composition not your own without proper citation. Changing a few words of another’s composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (*Colleges of the Arts and Sciences Degree Planning Manual 2006-7*, pp. 34-35).

Copyright Disclaimer

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.

CIVIL RIGHTS, UNIVERSITY RESOURCES FOR DISABILITY, MENTAL HEALTH & WELLNESS

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, Kellie Brennan, at titleix@osu.edu

Free Speech, Academic Freedom and Freedom of Expression

Ohio State is steadfastly committed to protecting the First Amendment right to free speech, academic freedom and freedom of expression on its campuses. The [Campus Free Speech Policy](#), adopted in May 2023, supports this commitment. Freedom of expression is also central to our values as an institution of higher education. Ohio State supports the rights of its students, faculty, staff, volunteers, visitors, community partners and program participants to exercise their freedom of speech and expression in a way that is lawful, respectful and productive. The university encourages everyone to participate in public discourse and exercise their democratic rights through voting, advocacy and civic engagement.

The [Freedom of Expression website](#) is an online hub for support resources, policies and other information to help everyone participate in public discourse and exercise their rights. It includes Ohio State's [University Space Standards](#), updated with input from students, faculty and staff to improve clarity and add detail. The website also now includes more [comprehensive information about reserving space](#) and better connects to relevant [support and policy](#) resources.

Disability Services, Office of Student Life

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you have a mental or physical condition that impacts your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) in Baker Hall 009. Once registered, you can receive services that will level the playing field with your peers. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Please bring the letter with you, and we will discuss the ways Marc and I can help you to maximize your success and participation.

Counseling and Consultation Service - Office of Student Life

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. OSU 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 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 through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Student Advocacy Information & Other Resources

Student Advocacy Center: Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students **through an intercultural model**

- 614-688-8449 <http://www.mcc.osu.edu/>

Academic Advising: Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

Student Academic Services: Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at buckeyelink.osu.edu. Or speak with someone in person

- Student Academic Services Bldg., Lobby; 281 W. Lane Ave. [[map](#)]
Monday–Thursday: 9 a.m. to 5 p.m.; Friday: 9 a.m. to 4 p.m.

Academic Support Services: This includes various resources for learning support from tutoring and study strategies to stress management and confidence building

- <http://younkinsuccess.osu.edu/academic-services/>

ACCOMMODATIONS

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](#).