



## SYLLABUS

# GEOG 8100

## Development of Geographic Thought

Autumn 2025 (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:** Tuesdays 2-4pm and by appointment as needed

**Preferred means of communication:** My preferred method of communication for questions is office hours. I can answer brief questions by email. Class-wide communications will be sent via Carmen.

## Course description

This course engages with a series of select but essential geographical concepts (space, scale, place, mapping, topology, topography) from a broad subdisciplinary 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 subdisciplinary 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.**

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 to engage directly and intensively with class material through collective discussion and problem-solving**.

**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:

Tues	Wed	Thurs	Fri	Mon	Tues
Come to office hours with questions	Download readings from the library website	Read	Read	Prepare annotated bibliographies (60 mins)	Attend seminar ready to be an active participant in our discussions (3 hours)
	Read			Prepare question sheet (30 mins)	Turn in annotated bibliographies and question sheets

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

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).

- **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

### 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](https://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](https://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	PERCENTAGE
Attendance	10%
Effort/participation	10%
Annotated bibliographies	20%
Question sheets	20%
Seminar design/leadership (1x)	10%
Core written assignment	30%
Total	100%

## Descriptions of major course assignments and late policy

### Attendance (10%)

**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 (10%)

**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 (20%)**

**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 (20%)**

**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.

### **Student-led seminar discussion (10%)**

**Description:** You will host a seminar in the latter half of the semester, during weeks 11-15. This will involve considerable prior preparation, including deciding on the readings and leading the discussion that week. **You must confirm your week, reading topic, and readings by the start of class on 10/7.**

**Academic integrity and collaboration:** This is potentially 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.

**The assignment is due no later than December 16, 20-25 @ 5pm. Send to [coleman.373@osu.edu](mailto:coleman.373@osu.edu). 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.

- ▶ **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.

## 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.**

## Academic Misconduct

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 3335-5-48.7 (B)**). For additional information, see the **Code of Student Conduct**.

## Your Mental Health

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

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

## 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 **Civil Rights Compliance Office**. (Policy: **Religious Holidays, Holy Days and Observances**).

## Sexual misconduct

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 <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

## Ohio State's shared values

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. **We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential.**

The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

## Accommodations for Students with Disabilities

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **Statement on Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

## 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

Week/date		Topic and readings
1	8/26	<b>SYLLABUS REVIEW AND CLASS EXPECTATIONS</b>
		No readings, bring the syllabus. Be prepared to talk!
2	9/2	<b>NARRATING GEOGRAPHY</b>
		Choose any 5 of the following: <ol style="list-style-type: none"> <li><b>[ALL]</b> 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> </ol>

		<ol style="list-style-type: none"> <li>2. [ALL] COOMES, O. T., C. ABIZAID, S. BREAU AND T. R. MOORE (2022). "The Academic Job Market in U.S. Geography and the Business Cycle: The Long Shadow of the 2007–2009 Recession." <i>The Professional Geographer</i> 74(4): 602-619.</li> <li>3. [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>4. [HUM] [GIS] Rose-Redwood, R., N. Blu Barnd, A. H. e. Lucchesi, S. Dias and W. Patrick (2020). "Decolonizing the Map: Recentering Indigenous Mappings." <i>Cartographica: The International Journal for Geographic Information and Geovisualization</i> 55(3): 151-162.</li> <li>5. [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>6. [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>7. [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> </ol>
3	9/9	<p><b>GEOGRAPHY IN U.S. HIGHER ED AFTER WWII</b></p> <ol style="list-style-type: none"> <li>1. [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>2. [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>3. [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> <li>4. [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> </ol>

4	9/16	<p><b>CONTESTED KEYWORDS: SPACE</b></p> <ol style="list-style-type: none"> <li>1. [GIS] [SA] FRANKLIN, R. S., E. C. DELMELLE, C. ANDRIS, T. CHENG, S. DODGE, J. FRANKLIN, A. HEPPENSTALL, M. P. KWAN, W. LI, S. MCCLAFFERTY, 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>2. [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>3. [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>4. [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> </ol>
5	9/23	<p><b>CONTESTED KEYWORDS: SCALE</b></p> <ol style="list-style-type: none"> <li>1. [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>2. [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> <li>3. [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>4. [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> </ol>
6	9/30	<p><b>MAPS AND MAPPING</b></p> <ol style="list-style-type: none"> <li>1. [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>2. [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> </ol>

		<ol style="list-style-type: none"> <li>3. [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>4. [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>5. [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> </ol>
7	10/7	<p><b>CORE PROJECT WORKSHOP</b></p> <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> <p><b>Deadline for confirming student-led seminar topics and readings.</b></p>
8	10/14	<p><b>CONTESTED KEYWORDS: NATURE</b></p> <ol style="list-style-type: none"> <li>1. [CLIM] [HUM] [PHYS] 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>2. [PHYS] 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>3. [PHYS] [GIS] [RS] 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>4. [HUM] 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>5. [CLIM] SKAGGS, R. H. (2004). "Climatology in American Geography." <i>Annals of the American Association of Geographers</i> 94(3): 446-457.</li> </ol>

9	10/21	<b>CONTESTED KEYWORDS: PLACE</b> <ol style="list-style-type: none"> <li>1. [PHYS] [HUM] 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>2. [GIS] [SA] 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>3. [HUM] 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>4. [HUM] McKittrick, K. (2011). "On Plantations, Prisons, and a Black Sense of Place." <i>Social &amp; Cultural Geography</i> 12(8): 947-963.</li> <li>5. [HUM] Anderson, J., P. Adey and P. Bevan (2010). "Positioning Place: Polylogic Approaches to Research Methodology." <i>Qualitative Research</i> 10(5): 589-604.n/a</li> </ol>
10	10/28	<b>TOPOLOGY, TOPOGRAPHY</b> <ol style="list-style-type: none"> <li>1. [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>2. [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>3. [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>4. [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>5. [GIS] [SA] THEOBALD, D. M. (2010). "Topology Revisited: Representing Spatial Relations." <i>International Journal of Geographical Information Science</i> 15(8): 689-705.</li> </ol>

11	11/4	<b>STUDENT-LED SEMINAR: TOPIC TBD</b>
		<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Reading</li> <li>3. Reading</li> </ol>
12	11/11	<b>STUDENT-LED SEMINAR: TOPIC TBD</b>
		<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Reading</li> <li>3. Reading</li> </ol>
13	11/18	<b>STUDENT-LED SEMINAR: TOPIC TBD</b>
		<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Reading</li> <li>3. Reading</li> </ol>
14	11/25	<b>THANKSGIVING BREAK, NO CLASSES, OFFICES CLOSED</b>
15	12/2	<b>STUDENT-LED SEMINAR: TOPIC TBD</b>
		<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Reading</li> <li>3. Reading</li> </ol>
15	12/9	<b>CORE PROJECT 10 MINUTE PRESENTATIONS</b>
16	12/16	<b>Core project due no later than December 16, 2025, at 5pm via email to <a href="mailto:coleman.373@osu.edu">coleman.373@osu.edu</a></b>