

## **Geography 4100, *Geographic Inquiry*, Spring 2018**

Mondays & Wednesdays, 9:35-10:55, Derby 1116

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Office hours: by appointment

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Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.  
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### **COURSE DESCRIPTION, OBJECTIVES, & COURSE STRATEGY**

Geog. 4100 is a *capstone course* for geography majors in the URGS (Urban, Regional, Global Studies) and E&S (Environment & Society) specializations. The main objective is to offer students an overview of geographic concepts, the variety of fields of studies and perspectives in critical human geography (encompassing URGS and E&S) and the contexts in which they developed.

The main pedagogical assumption underlying the design of this course is that learning the logic of a field of study/perspective requires thinking it through and exemplifying it – passive learning by lecture alone is insufficient. Further, collaborative work among students in small groups has proven to be constructive and fruitful. Accordingly, the course is structured so as to provide one week (2 classes) on each topic: the 1<sup>st</sup> of 2 classes on a topic introduces the topic by lecture and generic reading; the 2<sup>nd</sup> class is devoted to presentations on 2 case studies on the topic by a small group of students (groups of 2 or 3). The presentations focus on how the case study illustrates a particular logic or way of viewing and analyzing a problem, referencing the principles discussed in the preceding lecture. Whereas the lecture presents a field of study/perspective in principle, the presentations, by way of example through collaborative work among students. All students will present 2 times over the course of the semester. Students who are not presenting will post on Canvas responses to general questions about each article for all classes (both the 1<sup>st</sup> and 2<sup>nd</sup> class of a topic), and are expected to ask questions to those presenting; thus, all students are expected to actively engage every topic, irrespective of who is presenting. The Canvas posts are intended to: ensure active participation by all students; prompt students to think about the big point(s) of an article in advance of class; and also provide a forum by which students can learn from each other by reading others' posts. Generally, reading assignments for the generic reading (1<sup>st</sup> class on a topic) is 1-2 articles; there will always be 2 case studies assigned for the 2<sup>nd</sup> class on a topic (thus 2 presentations).

In addition to learning the logics of different fields of study/perspectives from class lectures, collaborative presentations and discussions, and Carmen posts, students write a research paper (due at the end of the semester) on an issue of choice. The purpose of the paper is to situate a student's interest in a particular topic in the discipline. Students filter and examine the selected issue through 3 different perspectives/fields of study of choice, while also clarifying the nature of those perspectives and their emergence in the discipline; students also clarify and explain which geographic concepts (at least 2) covered in class figure in their analysis. The use of different perspectives and engagement with different geographic questions can take different forms, such as competing or complementary representations or explanations of problems; it is up to students how they want to present the relationship among perspectives and geographic concepts.

The first 3 weeks of the course (following the introduction) will focus on geographic concepts (space, place, and territory; spatiality; scale), and then move to different perspectives/fields of study, including: spatial science and the critique of regionalism; Marxism and the critique of spatial science; political

ecology; postcolonialism and the colonial present; poststructuralism and the critique of Marxism; feminism and the critique of masculinist research; intersectionality and queer theory; critical race theory; and research viewed as a political process (i.e. *of* the political, not just *on* the political). In the remaining 3 classes, 2 classes will be devoted to recap; no reading is assigned and students post questions on Carmen regarding comparison of perspectives and/or complementarities. The other class, sandwiched between the 2 recap classes, provides a forum for students to discuss issues and problems they have encountered in developing their papers; this workshop helps students connect, rather than feel alienated, about problems – a normal part of the research process! The recap classes and research paper forum at the end of the course work together to help students prepare for finalizing their papers.

## READING

*E-Reserves (journal articles and chapters of books):* electronic copies are accessible on the Canvas page for the course under ‘Modules.’ The articles on Canvas are listed in the order in which you will read them (see pp. 7-8 of this syllabus). They are listed on pp. 4-6 in alphabetical order with full bibliographic information. All reading is required. *Please alert N. Ettliger if you have any problems accessing course material.*

## CLASS PREPARATION & PARTICIPATION

Students are required to read the assigned material **before**, not after, the class in which material is to be discussed, and, with the exception of students who are presenting, post 1 thoughtful question or comment on Canvas for each article in advance of class (see Canvas posts under ‘evaluation and grading’ below). Note-taking on the assigned reading is strongly recommended. Lectures are prepared based on the assumption that students are well prepared for class. Students are expected to participate in class discussion *responsibly*, that is, based on adequate preparation. Students who prepare inadequately for class are unlikely to perform well or at the level of their ability, and they are likely to fall behind and find themselves unable to effectively catch up. *All written assignments are due on a day in which class does not occur to avoid conflict with class preparation.*

## CLASS ATTENDANCE

***Regular and punctual attendance is required.*** Students should drop this course if they have commitments that overlap with the class period. **Students should indicate *in advance* if they cannot be at a particular class on time or have to leave in the middle due to uncontrolled circumstances that can be documented (e.g. a medical appointment).** *Students are responsible for any course material and announcements that are missed.*

## CLASSROOM ETIQUETTE

Use of electronic devices in class for any reason other than course engagement is unacceptable.

## EVALUATION AND GRADING

Students are evaluated on the basis of (1) Canvas posts; (2) presentations; (3) a proposal for the research paper and revision; (4) a research paper; and (5) participation. These are elaborated below.

**(1) Canvas posts** (on the course Canvas page click on ‘Discussions.’)

In advance of each class (following the course introduction, 1<sup>st</sup> day) students prepare and post responses on Canvas to questions on *each* reading assigned for that day. So, if there are 2 readings, students post 1 response to a question on each – a total of 2. The questions are general, designed to prompt students to think about ‘the forest’ (the big picture) after having engaged all the ‘trees’ (details of the article) before coming to class. The responses should be concise (1-2 sentences – this is not a blog!), and should directly answer the question posed using the reading material. The purpose is not to say everything you know, but to try to indicate the big point(s) succinctly; elaboration is welcome in class discussion.

Read each other's posts and use the forum to gain insights from one another! The carmen posts will be due before class at a time agreed upon by the class; *late carmen posts will not be read or 'counted,' unless an arrangement is made in advance.*

## **(2) presentations**

Presentations are a vehicle for actively and critically engaging course material and to situate case studies in disciplinary perspectives. They also are good practice – whether students plan for a job or graduate school following graduation, presentation experience will be helpful.

Each student will present in a small group of 2 or 3, 2 times during the semester, on a case study that exemplifies the logic of the field of study/perspective discussed in the preceding lecture. Each group presentation will be followed by 10-15 minutes of discussion per questions raised by other students.

Preparation for the presentation should be *collaborative*, and the presentations should reflect the collaboration regarding the exemplification exercise. The collaboration is useful for thinking through the reading beyond the empirics and summary – as a case study of a particular field of study/perspective. Although each student is responsible for the content of her/his own presentation once a division of labor is established, students should work with one another in thinking through the big points of the article and the ways in which the case study reflects the principles discussed in the lecture in the previous class.

*Guidelines for preparation and rubric for are at the end of syllabus and also posted on Canvas under 'Modules.'*

Students are welcome to request presenting on a particular article and/or topic; let N. Ettliger know by e-mail or before or after class at the beginning of the semester if you have requests (assignments will be made on a first-come, first-serve basis). Other assignments will be made by students picking their readings for presentation out of a hat in class by the end of the 2<sup>nd</sup> or 3<sup>rd</sup> week; prior to this time, assignments will be decided in class on a volunteer basis. As soon as the assignments are finalized, a listing will be posted on the Canvas page under the 'Modules.'

## **(3) proposal and revision**

Brief proposals for the research project are due no later than **Tuesday, March 6, by noon**; send to N. Ettliger by e-mail as a Word attachment; you will receive feedback by email. *If possible, hand in your proposal as soon as possible to give yourself as much time as possible for reading and developing the project.* The proposals are required, but will not be formally graded; they are an opportunity for students to crystallize their interests and receive feedback. Students are welcome to discuss their projects with N. Ettliger at any time. Revised proposals (unless no revision is indicated) are due (by Word attachment) no later than **Thursday, March 22, by noon**; these also are required.

*Guidelines for the research proposal are at the end of the syllabus and also posted on Canvas under 'Modules.' These guidelines include tips as well as requirements for finding references outside course material.*

## **(4) research paper**

This course requires a research paper. The goals are to learn about the research process: identify a problem, find appropriate material, select concepts to bring to bear on empirical problems, draw

conclusions. All this, in the context of course material positions students to think about research in human geography from the vantage point of *doing* research and critically drawing from selected fields of study/perspective.

Students write a research paper in which they select an issue of interest, and then select 3 different fields of study/perspectives through which to view the issue (drawn from the ‘fields of study/perspectives’ section). Students define the principles associated with each selected field of study and the context in which that field of study emerged and clarify which geographic concepts (at least 2 drawn from the ‘geographic concepts’ section) they utilize.

A hard copy of the paper is due on **Friday, April 27, by noon.**

***Guidelines regarding requirements and rubric for the paper are at the end of syllabus and also posted on Canvas under ‘Modules.’***

### **(5) participation**

Participation includes regular and punctual attendance as well as responsible participation in class discussion.

### **Grading scheme**

The final grade will be figured on a 4.0 scale as follows:

Canvas posts	20%
presentations (2)	25% (12.5% each)
proposals/revisions	10%
research paper	35%
participation	10%

### **MISCELLANEOUS REGULATIONS**

Academic misconduct, including plagiarism, is not tolerated. See the Code of Student Conduct at OSU at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp).

### **REQUIRED READING – BIBLIOGRAPHY**

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- Hiemstra, N. 2014. Performing homeland security within the US immigrant detention system. *Environment and Planning D: Society and Space* 32: 571-588.
- Holloway, S., Wright, R., and Ellis, M. 2012. The racially fragmented city? neighborhood racial segregation and diversity jointly considered. *Professional Geographer* 64: 63-82.
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## SYLLABUS

date	general topic	class discussion	assignments
Jan M 8	<b>introduction</b>		
W 10	<b>geographic concepts</b>	space, place, territory	Massey 1993; Harvey 2006; Klinke
M 15	NO CLASS in honor of Martin Luther King Day		
W 17		<i>presentations</i>	Zhou & Tseng; Jönsson
M 22		spatiality	Foucault 1980a; Weisman
W 24		<i>presentations</i>	Berman; Ash
M 29		scale	Moore
W 31		<i>presentations</i>	Norman & Bakker; Smith & Ley
Feb M 5	<b>fields of study, perspectives</b>	spatial science & critique of regionalism	Chisolm
W 7	<b>in</b>	<i>presentations</i>	Liu et al; Holloway et al.
M 12	<b>human geography</b>	Marxism & critique of spatial science	Massey 1979; Harvey 1996
W 14		<i>presentations</i>	Springer; Addie
M 19		political ecology	Robbins; Swyngedoux & Heynen; Castree
W 21		<i>presentations</i>	McKinnon et al.; Osborne
M 26		postcolonialism & the colonial present	Young; <i>Said (optional)</i> ; McEwan
W 28		MID-TERM RECAP	Canvas posts
Mar M 5		<i>presentations</i>	Mitchell; Sharp
T 6		<b>proposals due, by noon (e-mail, Word attchmt.)</b>	
W 7		poststructuralism & critique of Marxism	Foucault 1980b; Foucault 2000
M 12	SPRING BREAK		
W 14			

M 19	fields of study/perspectives, cont'd.	<i>presentations</i>	Hiemstra; Reeves
W 21		feminism & the critique of masculinist research	Haraway; Peake
Th 22		<b>revised proposals due by noon (e-mail, Word attachmt)</b>	
M 26		<i>presentations</i>	Pykett; Fluri
W 28		intersectionality; queer theory	Valentine; Oswin
Apr M 2		<i>presentations</i>	Luft; Moussawi
W 4		critical race theory	Price; Coates
M 9		<i>presentations</i>	Pulido; Joshi, McCutcheon & Sweet
W 11		research as a political process	Fraser & Weninger; Kesby
M 16		<i>presentations</i>	Gibson-Graham; Cahill
W 18		<b>recap &amp; finalization of research papers</b>	recap
M 23	recap, cont'd.; research paper workshop		
F 27	<b>papers due by noon, N. Ettliger's office (1144 Derby)</b>		



### ***Preparation & Rubric for Class Presentations***

Class presentations focus on case studies. As explained in the syllabus, the purpose of the class presentations is to **exemplify the principles associated with a particular field of study/perspective** discussed in the previous class. Presentations are *not* summaries – they *connect* a case study with principles of a field of study/perspective

The purpose of presenting in a group is to benefit from collaboration – discussion with your peers. **Each member of a group should have a clear understanding of how the case study exemplifies principles associated with a particular field of study/perspective indicated in the previous class, and this shared understanding should be part of the presentation.** In the somewhat unusual case that presenters fundamentally disagree, this disagreement should be clarified at the outset, and the presentations should engage the disagreement.

#### **RECOMMENDATIONS FOR PREPARATION**

- 1) Each person read the article carefully and take notes.
- 2) *After* reading the article carefully → meet with your presentation partners to discuss
  - \* in what way is the analysis a case study of something larger, namely the field of study/perspective discussed in the preceding lecture
  - \* what principles of the field of study/perspective *discussed in the previous class* are reflected in the analysis?
- 3) Organize the *overall* presentation in terms of: the main points of the case study relative to the principles of the field of study/perspective OR the principles of the field of study relative to the main points of the case study
- 4) Decide on a division of labor (e.g. which principles from the previous class relative to points in the case study will each person cover.

#### **TIME**

Each person has 10 minutes. *Practice your part of the presentation so that you don't go over the time limit.* Presentations usually take longer than you think. You need to adhere to the time limit.

#### **RUBRIC FOR EVALUATION**

Each person in a group will be evaluated separately. An excellent presentation should:

- clarify how the case study exemplifies the perspective/field of study discussed in the previous class with clear indication of specific points in the case study connect with principles associated with the perspective/field of study laid out in the previous class (eac
  - bonus: indicate how the topic of the case study would have been approached from a different field of study/perspective already covered
  - bonus: indicate how concepts from other fields of study/perspectives and geographic analysis are incorporated into the study
- be well presented: notes are fine, but presentations should *not* be read
- be presented within the specified time limit: 10 minutes  
Students will be asked to stop if they go over the time limit to avoid taking time away from other presenters.

Grades for each presenter will be posted on Canvas.

## **Guidelines for Proposal for Research Paper; Tips for Research**

### **PROPOSAL REQUIREMENTS (2 pages)**

- 1) a title that conveys what the project is about
- 2) a brief discussion of the issue you plan to examine
- 3) an indication of the 3 fields of study/perspectives you have selected and through which you will examine the issue (2 above) and an indication of:
  - a. the principles underlying each, *using references*
  - b. a brief statement about the context in which each field of study emerged in the discipline
  - c. how you will use those principles to develop insights about the issue you select
  - d. how you will use the perspectives in relation to one another (as competitors and/or complements)
- 4) an indication and brief explanation of the geographic concepts that figure in your analysis (at least 2), and an indication of:
  - a. the principles underlying each, *using references*
  - b. how you will use those principles to develop insights about the issue you select
  - c. how you will use the geographic concepts in relation to one another (competitors and/or complements)
- 5) indicate which geography journal you will use as a model for style (sectioning, bibliography)
- 6) bibliography to date; indicate a '\*' for all references obtained using **Web of Science, which is required** (see below under '**tips for reading beyond the syllabus, #1**)

### **REVISED PROPOSAL**

engage comments on the initial proposal and any other changes

### **SUBMISSION**

*email proposal/revision to N. Ettlinger as Word attachment*

### **TIPS (and requirement, see #1 below) FOR READING BEYOND THE SYLLABUS**

There are many different ways to go about finding references beyond course material. Some useful approaches include:

*conducting searches - try different key words; use words/terms associated with different perspectives.*

*search for articles on a topic written from **different** perspectives*

*To find material:*

- 1) (**required**) search using keywords and/or author names at the Web of Science site at [http://apps.webofknowledge.com.proxy.lib.ohio-state.edu/UA\\_GeneralSearch\\_input.do?product=UA&search\\_mode=GeneralSearch&SID=3DbE P6pKp5bDbCCFh69&preferencesSaved=](http://apps.webofknowledge.com.proxy.lib.ohio-state.edu/UA_GeneralSearch_input.do?product=UA&search_mode=GeneralSearch&SID=3DbE P6pKp5bDbCCFh69&preferencesSaved=)
- 2) search using google scholar
- 3) use the OSU Library Catalog: <http://library.ohio-state.edu/search>
- 4) subscribe to 'contents alerts' of journals pertinent to your interests
- 5) follow pertinent references in material you read in or beyond the syllabus.

## *Requirements & Rubric for Research Paper (2 pp)*

### REFERENCING AND FORMATTING REQUIREMENTS

#### References

- at least 10 references from course material
  - \* cite at least 2 authors from course material for each perspective, geographic concept
- at least 8 *academic* references outside course material.
- *optional*: you are welcome to use newspaper articles and other media *in addition* to, but not substitutes for, academic references

#### citing authors

To develop responsible scholarship and avoid plagiarism, cite authors for their ideas. If you refer to an idea that represents an entire article, cite the article (e.g.: Haraway 1988); if you refer to a specific point on a particular page, cite the page as well as the reference (e.g. Haraway 1988, p. xx).

#### formatting

- 10-15 pages (without references)
- 1 inch margins on all sides
- double spaced
- Times Roman 11 font
- no extra spacing between paragraphs; 1 extra space between sections
- sectioning style should follow the style of journal you select to follow for referencing
- use page numbers
- bibliography should follow format of any geography journal
- referencing in text: follow style of the geography journal you select for style in bibliography

#### use of quotes

**Do not** quote an author because that author explained something well – use your own words.

### STRUCTURE

It is useful to *section* and possibly subsection your paper, to give signposts regarding your logic and argument; see journal articles for examples of this organizational strategy. *As long as you include the required elements, you are welcome to structure your paper any way you like. Below is a suggested structure*, using generic section and subsection headings (use meaningful sub/section titles in your paper!).

#### I. Introduction (3-5 pp)

- A. presentation of the issue and related problems and debates
- B. indication of how you will examine the issue relative to 3 fields of study, and why
  1. discussion of field of study #1
    - a. principles *with references*
    - b. context for the development of this field of study in the discipline
      - i. around when did it emerge
      - ii. what questions did it answer or what issues did it address that were missing at the time? What prompted its emergence?
  2. discussion of field of study #2
    - a. principles *with references*
    - b. context for the development of this field of study in the discipline
      - i. around when did it emerge

- ii. what questions did it answer or what issues did it address that were missing at the time? What prompted its emergence?
- 3. discussion of field of study #3
  - a. principles *with references*
  - b. context for the development of this field of study in the discipline
    - i. around when did it emerge
    - ii. what questions did it answer or what issues did it address that were missing at the time? What prompted its emergence?
- C. brief discussion how you will use the 3 fields of study in combination – as competitors? complements?
- D. indication of which geographic concepts inform your study and why
  - 1. specification of the principles underscoring geographic concept #1 and their pertinence, *with referencing*
  - 2. specification of the principles underscoring geographic concept #2 and their pertinence, *with referencing*

*\*sections II and III below could be combined*

- II. Examination of the issue filtered through different fields of study (subsection according to the three fields)
- III. Using geographic concepts to shed light on the issue (subsection according to geographic concepts)
- IV. Conclusion (what are the insights you have offered on the issue you have written? what have you learned through the course of your research?) (at least 1 paragraph)
- V. Bibliography (start on a new page)

## **RUBRIC**

An excellent paper should have the following features:

- clear indication of central issue you are dealing with and the problems and debates surrounding it, *with resourceful referencing*<sup>1</sup>
- clear indication of the basic principles associated with each of the 3 fields of study through which you are filtering the central issue, *with resourceful referencing*
- clear discussion of the context in which each field of study emerged in the discipline
- clear indication of *how* you are using the 3 different lenses (fields of study) – e.g. as complements, competitors, or some combination, and clear explanation for this usage
- clear, analytical discussion of the issue filtered through the principles of each of the 3 fields of study
- clear indication of which geographic concepts inform your discussion, and the principles associated with those concepts, *with resourceful referencing*
- clear indication of your conclusions based on all the above, and how an appreciation of different fields of study and geographic concepts figure in developing an argument and conclusion about a contentious issue
- polished writing – *make sure to revise!*  
(spelling, grammar, organization; polished formatting and bibliography)

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<sup>1</sup> “Resourceful referencing” means that you fully utilize your resources, making good use of all the relevant references available to you from the course and university libraries. For each field of study and geographic concept you have 4 references immediately available to you, each of which may offer different insights that may be relevant; in addition, you have references outside course material (at least 8). The idea is not to list references for the sake of fulfilling a number - use them in a meaningful way to support particular points.