

## Geography 4100, *Geographic Inquiry*, Spring 2019

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

Instructor: Nancy Ettliger, 1144 Derby Hall, 614-292-2573 (office); [ettlinger.1@osu.edu](mailto:ettlinger.1@osu.edu)

**Office hours:** due to wide-ranging schedules among students, it makes sense to schedule office hours *by appointment* rather than fix office hours to a particular time when many students can't make it. To set up an appointment, please contact me before or after class, by email, or my office telephone.

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The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

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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 provide 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 course is organized to provide students a ***history of types of questions raised by geographers***. By the end of the semester students should have a clear understanding of the variety of types of questions and approaches to research over time. For each perspective or field of study that is covered, we will engage *why*, at a particular point in time, geographers began to ask new questions:

- about when did each field of study emerge in the discipline?
- what bothered geographers about the prevailing questions and approaches to research?
- what issues did the prevailing approach at a particular point in time overlook?
- what questions did geographers wish to raise and how did the new questions affect overall approach to research
- what are the fundamental principles or tenets of the emergent field of study?

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). 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 collaboratively exemplify the principles. All students will present 3 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; last, the canvas posts 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 group presentations on each 'presentation day').

In addition to learning the logics of different fields of study/perspectives from class lectures, collaborative presentations and discussions, and Canvas posts, students write a research paper (due at the end of the semester) on an issue/problem of their 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 2 classes, class will be devoted to preparing students for finalizing the papers; the first of the last 2 classes will recap; no reading is assigned and students post questions on Carmen regarding comparison of perspectives and/or complementarities. The last class will continue discussion and also provide 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!

## 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. 8-9 of this syllabus). They are listed on pp. 5-7 in alphabetical order with full bibliographic information, for your information. All reading is required. *Please alert me 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 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.

Everyone in this class is smart, and intelligence can register in different ways. Take advantage of the intellectual diversity in the class: 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*** (email me no later than the deadline and let me know that the post will be late and when it will be posted).

#### (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, 3 times during the semester, on a case study that exemplifies the logic of a geographic concept or 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. Each group should prepare a 1-page outline of the presentation to distribute in class.

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. ***Presentations should not summarize the case study or a portion of it; they should clarify which principles of the field of study are being illustrated.***

**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; please let me 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, the presentation roster will be posted on the Canvas page under 'Modules.'

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

Brief proposals for the research project are due no later than **Tuesday, March 5, by noon**; please send to me by e-mail as a Word attachment; I will send 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 an opportunity for students to crystallize their interests and receive feedback. Students are welcome to discuss their projects with me at any time. Revised proposals (unless no revision is indicated) are due (by Word attachment) no later than **Thursday, March 21, by noon**. The grade on the proposal will be replaced by the grade on the revision.

**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 26, by noon, my office.**

**GUIDELINES regarding requirements and a 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 (3)	30% (10% each)
proposals/revisions	10%
research paper	30%
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**

- Addie, J.-P. D. 2013. The rhetoric and reality of urban policy in the neoliberal city: implications for social struggle in Over-the-Rhine, Cincinnati. *Environment and Planning A* 40: 2674 – 2692.
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- Huber, M.T. 2017. Hidden abodes: industrializing political ecology. *Annals of the American Association of Geographers* 107: 151-166.
- Jönsson, E. forthcoming. Trump in Scotland: A study of power topologies and golf topographies. *International Journal of Urban and Regional Research*, DOI: 10.1111/1468-2427.12391.
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- Kesby, M. 2007. Spatialising participatory approaches: the contribution of geography to a mature debate. *Environment and Planning A* 39: 2813-2831.
- Leszczynski, A. 2019. Spatialities. In *Digital Geographies*, eds. J. Ash, R. Kitchen, and A. Leszczynski, pp. 13-23. Los Angeles: Sage.
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- (optional) Said, E. 1996. From *Orientalism*, in *Human geography: an essential anthology*, eds. J. Agnew, D.N. Livingstone, and a. Rogers, pp. 415-421. Cambridge, MA: Blackwell.
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## SYLLABUS

date	general topic	class discussion	assignments
Jan M 7	<b>introduction</b>		
W 9	<b>geographic concepts</b>	space, place, territory	Massey 1993; Harvey 2006; Klinke
M 14		<i>presentations</i>	Zhou & Tseng; Jönsson
W 16		spatiality	Foucault 1980; Leszczynski
M 21		no class in honor of Martin Luther King	
W 23		<i>presentations</i>	Berman; Widmer
M 28		scale	Moore
W 30		<i>presentations</i>	Norman & Bakker; Smith & Ley
Feb M 4		<b>fields of study, perspectives</b>  <b>in</b>  <b>human geography</b>	spatial science & critique of regionalism
W 6	<i>presentations</i>		Liu et al; Holloway et al.
M 11	Marxism & critique of spatial science		Massey 1979; Harvey 1996
W 13	<i>presentations</i>		Springer; Addie
M 18	political ecology		Robbins; Swyngedoux & Heynen; Castree
W 20	<i>presentations</i>		Osborne; Huber
M 25	postcolonialism & the colonial present		Young; <i>Said (optional)</i> ; McEwan
W 27	MID-TERM RECAP		Canvas posts
Mar M 4	<i>presentations</i>		Mitchell; Sharp
T 5	<b>proposals due, by noon (e-mail, Word attchmt.)</b>		
W 6	poststructuralism & critique of Marxism	Dixon & Jones	
M 11	SPRING BREAK		
W 13			



M 18	fields of study/perspectives, cont'd.	<i>presentations</i>	Hiemstra; Reeves
W 20		feminism & the critique of masculinist research	Haraway; Peake
Th 21		<b>revised proposals due by noon (e-mail, Word attchmt)</b>	
M 25		<i>presentations</i>	Fluri; Leszczynski & Elwood
W 27		intersectionality; queer theory	Valentine; Oswin
Apr M 1		<i>presentations</i>	Luft; Moussawi
W 3		critical race theory	Price; Coates
M 8		<i>presentations</i>	Pulido; Joshi, McCutcheon & Sweet
W 10		research as a political process	Fraser & Weninger; Kesby
M 15		<i>presentations</i>	Gibson-Graham; Cahill
W 17	<b>recap &amp; finalization of research papers</b>	recap	Canvas posts
M 22		recap, cont'd.; research paper workshop	Canvas posts
F 26	<b>papers (hard copy) due by noon, N. Ettlinger's office (1144 Derby)</b>		

## **Guidelines & 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 discussed in the preceding class.

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.** If 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?
  - \* for presentations on a perspective/field of study: what geographic concept(s) are used, and how
- 3) Organize the *overall* presentation in terms of principles of the field of study relative to the main points of the case study; **do not summarize the case study; everyone has read it and posted on it.**
- 4) Decide on a division of labor regarding the 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; if you don't, you will compromise other students' presentations by taking time away from them --- I will stop you after the allotted time.

### **OUTLINE**

The group should prepare an outline (no more than 1 page for the group), copy, and distribute. If you email the outline to me as a Word document no later than 9:00am the day of your presentation, I will be happy to make copies for you.

### **RUBRIC FOR EVALUATION**

**Each person in a group will be evaluated separately** - an excellent *individual* presentation should:

- clarify how the case study exemplifies the perspective/field of study discussed in the previous class with clear indication of how specific points in the case study connect with principles associated with the perspective/field of study laid out in the previous class
  - 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

- (for presentations on a perspective/field of study) indicate the geographic concept(s) used in the case study and how they are used
- be well presented: notes are fine, but presentations should not be read
- be presented within the specified time limit: 10 minutes

Grades for each presenter will be posted on Canvas.

### Guidelines for PROPOSAL for Research Paper; Tips for Research

#### PROPOSAL REQUIREMENTS - please follow the outline; the proposal should be about 2 pages

- 1) a title that conveys what the project is about. It may be helpful to indicate a major title that reflects the main argument, a colon, and then a secondary title reflecting the specific issue/case study. The major title helps you to give you direction. The title may change during the course of your research – that’s fine; what is crucial is to always have direction.
- 2) a brief discussion of the issue/problem 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)

***Your proposal should indicate a, b, c, d for each of the 3 perspectives/fields of study you select***

- 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)

***Your proposal should indicate a, b, c for each of the 2 geographic concepts you select***

- 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 Knowledge search engine, 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; your grade on the original proposal will be replaced by your grade on the revised proposal.

#### SUBMISSION

***email proposal/revision to N. Ettliger 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*

Finding References:

- 1) **(required)** search using keywords and/or author names at the Web of Knowledge site at [http://apps.webofknowledge.com.proxy.lib.ohio-state.edu/UA\\_GeneralSearch\\_input.do?product=UA&search\\_mode=GeneralSearch&SID=3DbEP6pKp5bDbCCFh69&preferencesSaved=](http://apps.webofknowledge.com.proxy.lib.ohio-state.edu/UA_GeneralSearch_input.do?product=UA&search_mode=GeneralSearch&SID=3DbEP6pKp5bDbCCFh69&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.

## Guidelines & Rubric for RESEARCH PAPER

### REFERENCING AND FORMATTING REQUIREMENTS

#### References

- at least 8 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.: Massey 1993); if you refer to a specific point on a particular page, cite the page as well as the reference (e.g. Massey 1993, 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 the 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 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? Explain.
- 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) (~ 4-7 pp)
- III. Using geographic concepts to shed light on the issue (subsection according to geographic concepts) (~ 3 pp)
- 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) (~ 1 p)
- 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
  - about when did it emerge?
  - why did it emerge? what problems did geographers have with prevailing research at that time? what new questions did the perspective/field of study raise?
- 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

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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.

- 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)