

## AU 2016 / GEOG 4101 (3 credits)

# Undergraduate Research and Professionalization Seminar

Instructor: Dr. Kendra McSweeney  
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Office hours: Tuesdays, 10 am - 12 pm or by appointment  
Class: M W 9:35-10:55, Hayes Hall 025; Section 10 #15825

### Disability Services

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.

### Overview

This course has two complementary foci: first, to allow you to reflect on your undergraduate experience, particularly in terms of content and skills developed. Second, the course will help you to marshal that experience as you embark on the process of developing a career. The course meets twice a week. In the classroom, the focus will be on reviewing and understanding the required readings, and on engaging with the varied guests who will visit the class. Outside the classroom, the course asks you to explore the career resources in and around Ohio State. Built into the course throughout are multiple moments to think about research and writing as life-long skills.

### Course Format

This seminar meets twice a week. Success in the course is based on engaging with the required readings. This means submitting thoughtful responses to the day's readings at least **one hour** prior to each class, and showing up in class to discuss. As in most seminars, the instructor is facilitator more than lecturer. You are also expected to take advantage of guests to the class by being attentive and participating during their visits.

## Readings

The primary text for the reading is *Practicing Geography: Careers for Enhancing Society and the Environment* by M. Solem et al. (2012). The book or e-book is available for rent or purchase through Barnes & Noble-OSU bookstore. Any other readings will be posted on Carmen. You are expected to come to class with the readings *read*, thought about, and in-hand, and ready to contribute to class discussion.

## Policies

Due dates for assigned work are noted in the Course Schedule. Opportunity for reading comments close one hour prior to the beginning of class, and Dropboxes close at 5 pm on the day an assignment is due. If you require more time for an assignment, please see me **at least a week in advance of the due date** to organize an alternative schedule. Any academic misconduct, such as plagiarizing, will be reported to the Committee on Academic Misconduct.

You will MINIMIZE their distraction by personal screens during class by keeping phones off and using laptops/tablets only for note-taking or review of readings.

## Evaluation

	% of grade
Class attendance and participation	25
Comments on readings	25
LinkedIn profile & review	10
Informational interview	20
Career analysis: presentation (10); report (10)	20

Attendance and participation (25%) in class is essential to success in this course; attendance will be taken.

### Comments on Readings (25%)

Readings are assigned for most classes; they include a mix of academic and non-academic articles, blogs, and other materials. At least **ONE HOUR** prior to class (i.e., **by 8:35 am on M W**), please record your **initial thoughts on, and questions about**, the reading(s) in the appropriate Discussion section in Carmen: either as a stand-alone comment or a respectful response to someone else's comment. Students who routinely respond to others' comments will not do as well as students who demonstrate original thinking based on having done the readings. It will not be possible to post comments on a reading after the 8:35 am deadline. Readings are 'front-loaded' in the course to free up your time later in the semester for career analysis.

### Linked-In Profile & Review (10%)

Networking is essential no matter what your post-graduate plans are. 5% of your grade is based on you setting up (or updating/maintaining) a LinkedIn profile with substantive information about yourself, your skills, and your interests. Please 'Link' to my account by **Oct. 3**. The remaining 5% will be earned by your constructive critique of a colleagues' LinkedIn profile, due **Oct 12**.

### Informational Interview (20%)

We will be 'interviewing' various guests during class time. Through your networks and in discussion with the Instructor, you will also identify a senior person in a field that you are interested in somewhere in Central Ohio, and set up a face-to-face meeting with that person. Be prepared to find people off-campus. You will record and transcribe the interview (or take detailed notes during or after) and write up your experience (5-6 pages). Due by **Nov. 14**, in Carmen.

### Career Analysis (20% total)

Comparable careers can look very similar, and very different, depending on the sector in which one works (e.g., government, private sector, etc.). Spring-boarding off your informational interview and using your LinkedIn contacts and other research, you will write up a report reviewing what your target career looks like in different sectors, and the pros and cons of working within each.

- Presentation (10%; format TBD): In-class, Nov 30, Dec 5; Dec 7 if necessary.
- Report: Due in Carmen by 5 pm on **Monday, Dec. 12** (10%).

### Extra Credit

A maximum of 5 points (5%) of extra credit is available to students who actively pursue on-campus opportunities for career exploration. This may include participating in one of the many Fall 2016 Career Fairs and Expos, or comparable professionalization event, hosted by entities on and off campus. For a list of campus events, see [here](#). You may also get extra credit for completing an appointment with A Career Connection/OSL Career Counseling & Support Services councilor at the Younkín Success Center for a [Career Assessment](#) or an [ASC Career Services](#) "career prep advisor" in their office in Denney Hall. Should you choose one of the latter, book your meeting ASAP, as advisors get busier as the semester progresses.

COURSE SCHEDULE (Subject to change)

Date	Topic	Required reading for class	Guest/Assignment
Wed 8/24	Intro to Course	None 12-4 pm: 2016 Buckeye Careers Campus Job Fair (Union)	
8/29	What is Geography again?	<b>Guardian, 2015.</b> "It's the must-have A-level" <b>US News, 2016.</b> "US students are really bad at geography" <b>Baskerville, n.d.</b> "Geography at Harvard: ousted or not?"	
8/31	What is Geography again? II	<b>NRC, 1994.</b> "Geography's perspectives." <b>Contributors, 2016.</b> " <a href="#">Geography's place in the world.</a> "	
9/5	<b>NO CLASS</b>		
9/7	What have I learned as an undergrad?	<b>ALL: CH. 1: Greiner and Wikle, 2013.</b> "Part strategy and serendipity..." <b>Snowdon, 2010.</b> "What to do with a degree in human geography" <b>PLUS ONE OF THESE:</b> _____ <b>A Solem et al. 2008.</b> "Skills in professional geography" <b>B Hennemann &amp; Liefner, 2010.</b> "Employability of German..." <b>C Robinson, 2015.</b> "Are geography students good environmental citizens?"	
9/12	Professional networking	<b>CH. 5: Cary, 2013.</b> "Professional networking" <a href="#">AAG career resources</a> Future Link and LinkedIn websites	<b>Brooke Raake</b> ✓
9/14	Job vs career	<b>CH. 16: Kneale &amp; Maxey, 2013.</b> "Creating the life you want" <b>Fried, n.d.</b> <a href="#">Why one of the most repeated pieces of career advice is completely bogus.</a>	
9/19	<b>NO CLASS</b>		
9/21	Internships & Apprenticeships	<b>CH. 4: Blanchard et al. 2014.</b> "The value of an internship..." <b>Franta-Abdalla, 2014.</b> "The 6 best arguments for why..." <b>New York Times, 2015.</b> "A new look at apprenticeships..."	
9/26	Post-graduate education I: Why	<b>Solem et al. 2013.</b> "Career goals, pathways and competencies..." <b>Saltmarsh, 2001.</b> "A journey into autobiography." <b>Bridges, 2012.</b> "Why you shouldn't go to graduate school."	
9/28	Post-graduate education II: How	<b>Martin &amp; Lehren, 2012.</b> "A generation hobbled..." <b>Solem et al. 2011.</b> "Experiencing graduate school." <a href="#">International Student: Graduate Education</a>	<b>Olivia Moeller</b> ✓
10/3	Alternative routes	<b>Review posted webpages</b> <a href="#">To get to Harvard, go to Haiti?</a>	<b>Mary McLachlan</b> ✓ LinkedIn profile <b>due</b>
10/5	Research & your career I: why do it	<a href="#">OSU's Undergrad Research Office website</a> <a href="#">O*Net Online; Summary for "Geographer"</a>	
10/10	Research & your career II: how	<b>Hope. 2009.</b> "The importance of direct experience"	
10/12	The art of interviewing	<b>Valentine, 1997.</b> "Tell me about..." <b>Matheson, J. 2001.</b> "Stranger, trailer, fieldwork, girl."	LinkedIn critique <b>due</b>
10/17	Writing & your career: varied audiences	<b>Cloke et al. 2004.</b> "Representing human geographies."	
10/19	Writing for money	<b>Northey et al. 2012.</b> "Writing with style" Proposal reading in-class	

10/24	Careers communicating geography	<b>Murphy, 2006.</b> "Enhancing Geography's role..." <a href="#">Alan Alda Center for Communicating Science</a> <a href="#">National Council for Geographic Education (NCGE) website</a>	<b>Andy Michael</b>
10/26	Careers in state & local government	<b>CH. 6: Bass &amp; Quodomine, 2013.</b>	<b>Ricardo Granados</b> ✓
10/31	Careers with federal government	<b>CH. 7: Williams et al. 2013</b> <b>Taylor, 2009.</b> "Map quest"	<b>Abby McMahon</b> ✓
11/2	Careers in the private sector + self-employment	<b>CH. 8: Blatt &amp; Ziolkowski, 2013.</b> "...Large businesses & corporations" <b>Findlay, 2011.</b> "Double identity"	<b>Craig Laughlin</b> ✓
11/7	Careers in non-profit + advocacy sectors	<b>CH. 9: Shimada &amp; Tasch, 2013.</b> "Geography and the non-profit sector." <b>Chatterton, P. 2008.</b> "Using geography to teach freedom..."	<b>David Krabill</b> ✓
11/9	Geography & ethics	<b>CH. 15: Harvey, 2013.</b> "Practical ethics for professional geographers" <b>Wainwright, 2012.</b> "Geography counterinsurgent"	
11/14	Gender in the workplace	<b>Slaughter, 2012.</b> "Why women still can't have it all." <b>Huffington Post, 2013.</b> "Paid parental leave" [GRAPHIC]	Informational Interview report <b>due</b>
11/16	Work-life balance	<b>CH. 14: Monk, J. 2013.</b> "'Work' and 'life'..." Reading TBA	
11/21	Going global: international careers	<b>CH. 11: Mitchell &amp; Robertson, 2013.</b> <b>Watson, 2004.</b> "What a dolt one is..." <b>Bearman et al. 2015.</b> "Teaching GIS outside of Geography..."	
11/23	<b>THANKSGIVING BREAK</b>		
11/28	Presentation planning	Cuddy, <a href="#">Your body language shapes who you are</a>	
11/30	Presentations	No readings	
12/5	Presentations	No readings	
12/7	Course Wrap-Up	"Exit interview"; course take-homes	
12/12			<b>Career Analysis Due by 5 pm</b>