

UNDERGRADUATE RESEARCH AND PROFESSIONALIZATION SEMINAR

Autumn 2018

CLASS LOCATION	1080 DERBY HALL
CLASS TIME	MON, WED 9:35AM-10:55AM
PROFESSOR MAT COLEMAN 1156 Derby Hall Email: coleman.373@osu.edu Office hours: TUES 11:30AM-1:30PM	

STUDENTS WITH DISABILITIES

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COURSE DESCRIPTION

GEOG 4101 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. Built into the course throughout

are multiple moments to think about research and writing as life-long skills.

COURSE WEBSITE

I will post the course syllabus, announcements, readings, notes, exam review guides and other useful resources on the class website at www.carmen.osu.edu.

READINGS

In preparation for the discussion in class on week 20, you will need to purchase Sacco J (2012) *Journalism*. New York: Metropolitan Books.

The rest of the readings are on the class website as library materials. The latter comprise peer-reviewed journal articles and/or book chapters. Some weeks have more readings than other weeks, and you should schedule your time carefully and accordingly. The readings I've assigned will require your focus and concentration. My expectation is that students will complete the readings prior to coming to class. An important part of your grade is coming to class ready to discuss the readings.

I have scheduled two 'reading classes', designed to help you keep up with the readings. There will be no class on these days. See the class calendar, below, for more details.

If you are looking for comprehensive, but brief, review material for key concepts and debates in Geography, consider:

Warf B (2010). *Encyclopedia of Geography*. Thousand Oaks: SAGE. This is a basic introduction to core concepts, written in non-academic language, and designed mostly for students exiting high school and entering university. **Available as an e-book through the university library system.**

Kitchin R and Thrift N (2009). *International Encyclopedia of Human Geography*. London: Elsevier. This is a comprehensive review of core concepts and debates in Geography, written for an academic audience. We are using several entries as assigned readings in the class but there are hundreds more entries in the book that might be useful. **Available as an e-book through the university library system.**

Gregory D, Johnston R, Pratt G, Watts MJ and Whatmore S (2009). *The Dictionary of Human Geography*. London: Wiley. This is an advanced and comprehensive dictionary for core concepts, debates, and scholars in Geography. I consider it core reading for any and every Geography student. **I have uploaded a full pdf to the class website.**

These are not mandatory readings, but having them on hand will definitely enhance your experience in this class, as well as in your other classes.

GRADING SCALE

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	60-66.9
B-	80-82.9	E	0-59.9
C+	77-79.9	EN	Too many absences to pass

COURSE GRADE

There is no midterm or final exam for this class.

Grade item	Details	Weight
Attendance	Per class	15%
Participation	Overall participation grade assigned by me at the end of the class, see below for details	20%
Group writing exercise, class 2	See class calendar, below	5%
Career trajectory interview	See explanation, below	20%
Fieldnote exercise	See explanation, below	20%
Article commentary	See explanation, below	20%

PARTICIPATION GRADE (20%)

At the end of the semester, I will assign each student a participation grade in the seminar. Participation grades will reflect each student's cumulative performance in the seminar, not in a specific seminar. I am expecting regular and quality participation in the discussion from everyone enrolled.

An "A" grade for participation indicates outstanding performance in class, in comparison with other students. (10/10)

An "A-" grade for participation indicates excellent performance in class, in comparison with other students. (9/10)

A "B+", "B" and "B-" grade for participation indicates above average performance in class, in comparison with other students. Above average students will be assigned +/- in comparison with other above average students. (8/10)

A "C+", "C" and "C-" grade for participation indicates average performance in class, in comparison with other students. Average students will be assigned +/- in comparison with other average students. (7/10)

A "D+" and "D" grade for participation indicates low but acceptable performance in class, in comparison with other students. D-range students will be assigned + in comparison with other average students. (6/10)

An "E" grade for participation indicates that the student has not successfully satisfied the participation component of the course.

This language is adopted from <https://trustees.osu.edu/index.php?q=rules/university-rules/chapter-3335-8-instruction.html>

CAREER TRAJECTORY INTERVIEW (20%)

Due 10/31/2018 before 9:35am via Carmen dropbox.

In order to practice your interview skills, and in order to get a better sense for the discipline and your place in it, you will conduct a 20-30 minute interview with a current faculty member in Geography at Ohio State, or a current graduate student enrolled in the program.

You can access a full list of faculty and graduate students from the department's web page at www.geography.osu.edu

Your interview should focus on unearthing the interviewee's research and teaching portfolio, as well as asking about their career trajectory (background, challenges, etc). You will record your interview and provide me with a written transcription. Please provide a transcript of the interview to your interviewee.

You will work in teams of two for this assignment. Students will receive a grade based on the outstanding/excellent/above average/average/low/unsatisfactory scale outlined above.

FIELDNOTE EXERCISE (20%)

Due 11/19/2018 before 9:35am via Carmen dropbox.

Choose a location on campus that you find interesting because of its geographical properties. Visit the location twice and build a comprehensive set of 'thickly descriptive' fieldnotes on the location. Follow closely the guidelines and examples set out in the Emerson, Fritz and Shaw reading.

How are people using the location? Are there any differences in the way that individuals navigate/inhabit the location based on demographics? Is the location marked by conflict or cooperation? How is the location built, and to what end? How does space play a role in the way that the location is socially structured?

Because you are not clearly with the IRB, you cannot interview anyone. This exercise consists of 'participant observation', or 'observant participation', notes only.

You will work in teams of two for this assignment. Students will submit one, shared set of fieldnotes. The fieldnotes will comprise 4 pages, typed up in single-spaced Times New Roman 12 point font, with regular 1" margins.

Students will receive a grade based on the outstanding/excellent/above average/average/low/unsatisfactory scale outlined above.

ARTICLE COMMENTARY (20%)

Due at any point in the semester, but no later than 12/5/2018 in class.

Your commentary will focus on one set of seminar readings that comprises three or more readings.

You will work individually on this project.

Your commentary will include, in this order:

- title page with your name and a 150 word abstract;
- no more than 2 pages of succinct and accurate summary;
- a full 3 pages of creative critique/engagement/reactions; and
- a full bibliography on a last page.

The commentary will be written in Times New Roman 12 point font, and will be double-spaced with regular 1 inch margins.

You will be graded for:

- spelling and grammar;
- the accuracy and comprehensiveness of your review;
- the logic, coherence, and clarity of your critique and/or engagement;
- a succinct 150 word abstract that outlines your argument; and,
- proper bibliographic and, where appropriate, in-text citation.

We will discuss in-text citation style and bibliographic style in the seminar. I will post citation and bibliographic guides on carmen.osu.edu.

Students will receive a grade based on the outstanding/excellent/above average/average/low/unsatisfactory scale outlined above.

OFFICE HOURS

I have office hours – 2 hours weekly, Tuesdays from 11:30am-1:30pm.

LATE PENALTIES

Because the assignments for this class are set in advance and consist of multi-day exercises, I am not anticipating any late material due to illness or personal reasons.

However, if you miss a deadline for a valid excuse, I will grant you an additional period of time to complete the exercise in question. This will not exceed seven days. I will negotiate the extension with you in person, depending on circumstances.

Legitimate excused absences include: participation in a scheduled activity of an official University organization which interferes with your completion of an assignment, verifiable confining illness, verifiable family emergencies, subpoenas, jury duty, and military service. If you miss a deadline for any of these reasons, you must provide me with verifiable documentation (a note from your University organization, a doctor's note, etc.). The documentation must include a name and a telephone number for someone who can explain your absence.

In addition to providing official documentation, I will require that you also fill out the university's official absence excuse form at www.shc.osu.edu/posts/documents/absence-excuse-form2.pdf

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and

guidelines established in the University's *Code of Student Conduct* and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) (oaa.osu.edu/coam/home.html) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, **I am obligated by University Rules to report my suspicions to the COAM.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal. If you have any questions about this policy or what constitutes academic misconduct in this course, please contact me.

CLASS PROTOCOLS

This will be a rewarding and engaging class, but before we start please read the following protocols, which hold without exception for all enrolled students. These protocols will make your learning experience more enjoyable. I take teaching very seriously, and I would like you to take learning equally so.

- The **use of cell phones, smart phones and other mobile communication devices in class is disruptive to your colleagues' learning.** You may not use of these devices during class. Please **turn off your cell phone ringer** before the class starts, and please refrain from messaging your friends while class is in session. If you use your mobile device in class, or if your cell rings in class, I

will take your name, give you a 1st warning, and remind you of the class policy. **If you violate this policy again, I will ask you to leave the classroom for the remainder of the seminar period. You will meet with me in office hours to discuss your disruptive behavior.** I may elect to remove you from the class depending on circumstances. There will be no exceptions to this rule.

- If you are using a laptop, tablet or another portable computing device to take notes my expectation is that you are using it for that purpose alone. Using your **portable devices** for other reasons (surfing, email, videos, social media) is a distraction for you and your peers. If I detect that you are using your tablet and/or laptop for non-class related activities, I will take your name, give you a 1st warning, and remind you of the class policy. **If you violate this policy again, I will ask you to leave the classroom for the remainder of the seminar period. You will meet with me in office hours to discuss your disruptive behavior.** I may elect to remove you from the class depending on circumstances. There will be no exceptions to this rule.
- This seminar demands students' active participation in discussion. However, all discussion must be orderly and respectful. **My core expectation is that students will, at all times and without any exceptions, act professionally and courteously in the classroom.** In particular, I am expecting that your engagement with me, and especially with your peers, is not hostile or derisory, and that you respect social difference. **IN PARTICULAR, I WILL NOT TOLERATE LANGUAGE OR COMMENTARY THAT IS RACIST, SEXIST, OR HOMOPHOBIC.** If your participation disrupts the class, or is not respectful to your peers, or me, I will drop you from the class. There will be no exceptions to this rule.
- If you miss a seminar, I strongly recommend that you get a full set of notes from one of your colleagues.

LECTURE AND READING SCHEDULE

	TOPIC	DATE	READINGS
1	SYLLABUS REVIEW	8.22.2018	N/A
2	REMIND ME, WHAT IS GEOGRAPHY AGAIN?	8.27.2018	<p>Small group writing exercise. Get to know your colleagues by developing a comprehensive definition of Geography based on your experiences so far (prior classes, internships, research experiences, etc). Emphasize the practical aspects of Geography, as well as more abstract concepts. Bring a laptop and be prepared to submit a written document at the end of the class. Be prepared to share with your colleagues orally.</p> <p>National Research Council (1997). "Geography's Perspectives" in <i>Rediscovering Geography: New Relevance for Science and Society</i>. Washington, DC: The National Academies Press, pp. 28-46. Also available online https://www.nap.edu/read/4913/chapter/5</p>
3	SPACE, A CORE CONCEPT I	8.29.2018	<p>Discussion of readings in class.</p> <p>Harvey D (2006). "Space as a Key Word" in <i>Spaces of Global Capitalism</i>. London: Verso, pp. 119-148.</p> <p>Castree N (2004). "David Harvey" in P Hubbard, R Kitchin and G Valentine (eds.) <i>Key Thinkers on Space and Place</i>. London: SAGE, pp. 181-188.</p> <p>Elden S (2009). "Space I" in R Kitchin and N Thrift (eds.) <i>International Encyclopedia of Human Geography</i>. London: Elsevier, pp. 262-267.</p> <p>Kitchin R (2009). "Space II" in R Kitchin and N Thrift (eds.) <i>International Encyclopedia of Human Geography</i>. London: Elsevier, pp. 268-275.</p>
4	LABOR DAY	9.3.2018	NO CLASS
5	SPACE, A CORE CONCEPT II	9.5.2018	<p>Discussion of readings in class.</p> <p>Gibson-Graham JK (2014). "Rethinking the Economy with Thick Description and Weak Theory". <i>Current Anthropology</i>, Vol. 59 (9), pp. 147-153.</p> <p>Gibson-Graham, JK (2006) "Capitalism and Anti-Essentialism" in <i>The End of Capitalism (As We Knew It)</i>. Minneapolis: University of Minnesota Press, pp. 24-45.</p>

			Healy S (2009). "Alternative Economies" in R Kitchin and N Thrift (eds.) <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 338-344.
6	SPACE, A CORE CONCEPT III	9.10.2018	<p>Discussion of readings in class.</p> <p>Sheller M and Urry J (2006). "The New Mobilities Paradigm". <i>Environment and Planning A</i>, Vol. 38 (2), pp. 207-226.</p> <p>Merriman P (2009). "Mobility" in R Kitchin and N Thrift (eds.) <i>International Encyclopedia of Human Geography</i>. London: Elsevier, pp. 134-143.</p>
7	WORKING IN GEOGRAPHY I	9.12.2018	<p>Discussion of readings in class.</p> <p>Tolia-Kelly D P (2017). "A Day in the Life of a Geographer: 'Lone', Black, Female". <i>Area</i>, Vol. 49 (3), pp. 324-328.</p> <p>Kobayashi A Lawson V and Sanders R (2014). "A Commentary on the Whitening of the Public University: The Context for Diversifying Geography". <i>The Professional Geographer</i>, Vol. 66 (2), pp. 230-235.</p> <p>Gilmore R W (2002). "Fatal Couplings of Power and Difference: Notes on Racism and Geography". <i>Professional Geographer</i>, Vol. 54 (1), pp. 15-25.</p> <p>Pulido L (2002). "Reflections on a White Discipline". <i>Professional Geographer</i>, Vol. 54 (1), pp. 42-49.</p> <p>Peake L and Kobayashi A (2002). "Policies and Practices for an Antiracist Geography at the Millennium". <i>Professional Geographer</i>, Vol. 54 (1), pp. 50-61.</p> <p>Explore AAG data on race and ethnicity at http://www.aag.org/cs/disciplinarydata/raceandethnicity</p>
8	READING CLASS	9.17.2018	NO CLASS
9	WORKING IN GEOGRAPHY II	9.19.2018	<p>Discussion of readings in class.</p> <p>Mott C and Roberts S M (2014). "Not Everyone Has (the) Balls: Urban Exploration and the Persistence of Masculinist Geography". <i>Antipode</i>, Vol. 46 (1), pp. 229-245.</p> <p>Kaplan D H and Mapes J E (2016). "Where Are the Women? Accounting for Discrepancies in Female Doctorates in U.S. Geography". <i>The Professional Geographer</i>, Vol. 68 (3), pp. 427-435.</p> <p>Solís P, Adams J K, Duram L A, Hume S, Kuslikis A, Lawson V et al (2014). "Diverse Experiences in Diversity at the Geography Department Scale". <i>The Professional Geographer</i>, Vol. 66 (2), pp. 205-220.</p>

			Adams J K, Solís P and McKendry J (2014). "The Landscape of Diversity in U.S. Higher Education Geography". <i>The Professional Geographer</i> , Vol. 66 (2), pp. 183-194. Explore AAG data on gender at http://www.aag.org/cs/disciplinarydata/gender
10	WORKING IN GEOGRAPHY III	9.24.2018	Discussion of readings in class. Lazzarato M (2012). "Neoliberalism in Action: Inequality, Insecurity and the Reconstitution of the Social". <i>Theory, Culture & Society</i> , Vol. 26 (6), pp. 109-133. Mountz A, Bonds A, Mansfield B, Loyd J, Hyndman J, Walton-Roberts M, et al (2015). "For Slow Scholarship: A Feminist Politics of Resistance through Collective Action in the Neoliberal University". <i>ACME</i> , Vol. 14 (4), pp. 1235-1259. Meyerhoff E, Johnson E, and Braun B (2011). "Time and the University". <i>ACME</i> , Vol. 10 (3), pp. 483-507. Kuus M (2015). "For Slow Research". <i>International Journal of Urban and Regional Research</i> , Vol. 39(4), pp. 838-840.
11	UNDERGRADUATE RESEARCH I	9.26.2018	Anatomy of a good undergraduate proposal. What is a lit review? How to ask an interesting research question. Linking methods to your research question. Discussion of readings in class. Hope M (2009). "The Importance of Direct Experience: A Philosophical Defense of Fieldwork in Human Geography". <i>Journal of Geography in Higher Education</i> , Vol. 33 (2), pp. 169-182. Please review https://ugresearch.osu.edu/
12	UNDERGRADUATE RESEARCH II	10.1.2018	Overview of the IRB process at Ohio State. Discussion of readings in class. Price P L (2012). "Introduction: Protecting Human Subjects Across the Geographic Research Process". <i>The Professional Geographer</i> , Vol. 64 (1), pp. 1-6. Martin D G and Inwood J (2012). "Subjectivity, Power, and the IRB". <i>The Professional Geographer</i> , Vol. 64 (1), pp. 7-15. Trudeau D (2012). "IRBs as Asset for Ethics Education in Geography". <i>The Professional Geographer</i> , Vol. 64 (1), pp. 25-33. Price P L (2012). "Geography, Me, and the IRB: From Roadblock to Resource". <i>The Professional Geographer</i> , Vol. 64 (1), pp. 34-42.

13	UNDERGRADUATE RESEARCH III	10.3.2018	<p>Undergraduate student researchers visit the class. Question and answer period.</p> <p>Rachel Beery Maeve Scully No readings</p> <p>Review funding opportunities for undergraduates at Ohio State https://ugresearch.osu.edu/Pages/Intiatives-%20Find%20Funding.aspx</p>
14	STUDYING UP	10.8.2018	<p>Discussion of readings in class.</p> <p>Nader L (1972). "Up the Anthropologist: Perspectives Gained from Studying Up" in Hymes D (ed.) <i>Reinventing Anthropology</i>. New York: Pantheon, pp. 284-311.</p>
15	INTERVIEWING I	10.10.2018	<p>Discussion of readings in class.</p> <p>Evans, J., & Jones, P. (2011). The Walking Interview: Methodology, Mobility and Place. <i>Applied Geography</i>, Vol. 31 (2), pp. 849-858.</p> <p>Smith K E (2006). "Problematizing Power Relations in 'Elite' Interviews". <i>Geoforum</i>, Vol. 37 (4), pp. 643-653.</p> <p>Desmond M (2004). "Methodological Challenges Posed in Studying an Elite in the Field". <i>Area</i>, Vol. 36 (3), pp. 262-269.</p>
16	INTERVIEWING II	10.15.2018	<p>NO CLASS</p> <p>Career trajectory interview with a faculty member or graduate student in the department</p>
17	INSTITUTIONAL ETHNOGRAPHIES	10.17.2018	<p>Discussion of readings in class.</p> <p>Billo E and Mountz A (2015). "For Institutional Ethnography: Geographical Approaches to Institutions and the Everyday". <i>Progress in Human Geography</i>, Vol. 40 (2), pp. 199-220.</p> <p>Campbell H and Heyman J M (2007). "Slantwise: Beyond Domination and Resistance on the Border". <i>Journal of Contemporary Ethnography</i>, Vol. 36 (1), pp. 3-30.</p>
18	FIELDNOTES I	10.22.2018	<p>Anatomy of good fieldnotes.</p> <p>Discussion of readings in class.</p> <p>Emerson R M, Fretz R I, and Shaw L L (2011). "Fieldnotes in Ethnographic Research" and "In the Field: Participating, Observing and Jotting Notes" in <i>Writing Ethnographic Fieldnotes (2nd edition)</i>. Chicago: University of Chicago Press, pp. 1-44.</p>
19	FIELDNOTES II	10.24.2018	<p>NO CLASS</p> <p>Fieldnote exercise on campus</p>

20	GRAPHIC ART	10.29.2018	<p>Discussion of readings in class.</p> <p>Sacco J (2012) <i>Journalism</i>. New York: Metropolitan Books.</p> <p>Joe Sacco will be on campus for a talk on November 8! This is a unique chance to see him. I'll have more details closer to the date. If you attend his talk, I will reward you with 10% bonus points on an assignment of your choosing.</p>
21	UNDERGRADUATE RESEARCH III	10.31.2018	<p>CAREER TRAJECTORY INTERVIEW TRANSCRIPT DUE VIA CARMEN NO LATER THAN 9:35AM</p> <p>NO CLASS</p> <p>Attend the Denman Undergraduate Research Festival, Thursday November 1, all day https://ugresearch.osu.edu/Pages/Initiatives-%20Fall%20Forum.aspx</p>
22	POSITIONALITY	11.5.2018	<p>Discussion of readings in class.</p> <p>Rose G (1997). "Situating Knowledges: Positionality, Reflexivities and Other Tactics". <i>Progress in Human Geography</i>, Vol. 21 (3), pp. 305-320.</p> <p>Hyndman, J. (2001). "The Field as Here and Now, Not There and Then". <i>Geographical Review</i>, Vol. 91 (1/2), pp. 262-272.</p>
23	READING CLASS	11.7.2018	NO CLASS
24	INTERNSHIPS	11.12.2018	<p>Discussion of readings in class.</p> <p>Blanchard R D, Carter M L, Kent R B, Badurek C A (2013). "The Value of an Internship Experience for Early Career Geographers" in Solem K, Foote K and Monk J (eds.) <i>Practicing Geography: Careers for Enhancing Society and the Environment</i>. Washington D.C.: American Association of Geographers, pp. 41-58.</p> <p>https://mic.com/articles/84505/the-6-best-arguments-for-why-unpaid-internships-make-absolutely-no-sense#.Ff8507C7N</p>
25	A CAREER IN GEOGRAPHY I	11.14.2018	<p>Discussion of readings in class.</p> <p>Griener A L and Wikle T A (2013). "Part Strategy and Serendipity: A Candid Guide to Career Planning for Geographers" in Solem K, Foote K and Monk J (eds.) <i>Practicing Geography: Careers for Enhancing Society and the Environment</i>. Washington D.C.: American Association of Geographers, pp. 1-14.</p> <p>Kneale P A and Maxey L (2013). "Creating the Life You Want: Lifelong Professional Development for Geographers" in Solem K, Foote K and Monk J (eds.) <i>Practicing</i></p>

			<i>Geography: Careers for Enhancing Society and the Environment</i> . Washington D.C.: American Association of Geographers, pp. 198-209.
26	A CAREER IN GEOGRAPHY II	11.19.2018	<p>FIELDWORK EXERCISE DUE VIA CARMEN NO LATER THAN 9:35AM</p> <p>Break out groups. Discuss your career plans with a partner.</p> <p>Discussion of readings in class.</p> <p>Spronken-Smith R (2013). "Toward Securing a Future for Geography Graduates". <i>Journal of Geography in Higher Education</i>, Vol. 37(3), pp. 315-326.</p> <p>Solem M, Cheung I, and Schlemper M B (2008). "Skills in Professional Geography: An Assessment of Workforce Needs and Expectations". <i>The Professional Geographer</i>, Vol. 60 (3), pp. 356-373.</p>
27	THANKSGIVING	11.21.2018	NO CLASS
28	CAREERS IN GOVERNMENT AND THE PRIVATE SECTOR	11.26.2018	<p>Discussion of readings in class.</p> <p>Bass W M and Quodomine R D (2013). "Geography Careers in State and Local Government" in Solem K, Foote K and Monk J (eds.) <i>Practicing Geography: Careers for Enhancing Society and the Environment</i>. Washington D.C.: American Association of Geographers, pp. 73-83.</p> <p>Williams A M, Brown M E, Moriarty E, and Wertman J (2013). "Emerging and Expanding Career Opportunities in the Federal Government" in Solem K, Foote K and Monk J (eds.) <i>Practicing Geography: Careers for Enhancing Society and the Environment</i>. Washington D.C.: American Association of Geographers, pp. 84-96.</p> <p>Blatt A J and Ziolkowski M J (2013). "Geography Careers in Large Businesses and Corporations" in Solem K, Foote K and Monk J (eds.) <i>Practicing Geography: Careers for Enhancing Society and the Environment</i>. Washington D.C.: American Association of Geographers, pp. 97-107.</p>
29	GRADUATE SCHOOL I	11.28.2018	<p>Discussion of readings in class.</p> <p>Monk J, Foote K E, and Schlemper M B (2012). "Graduate Education in U.S. Geography: Students' Career Aspirations and Faculty Perspectives". <i>Annals of the Association of American Geographers</i>, Vol. 102 (6), pp. 1432-1449.</p> <p>Solem M, Kollasch A, and Lee J (2013). "Career Goals, Pathways and Competencies of Geography Graduate Students in the USA". <i>Journal of Geography in Higher Education</i>, Vol. 37 (1), pp. 92-116.</p>

			https://www.internationalstudent.com/study_usa/choosing-the-usa/usa-education-system/graduate/ https://www.newyorkfed.org/press/pressbriefings/household-borrowing-student-loans-homeownership
30	GRADUATE SCHOOL II	12.3.2018	Graduate students visit the class. Question and answer period. Ashley Toenjes https://geography.osu.edu/people/toenjes.4 Deondre Smiles https://geography.osu.edu/people/smiles.2 Guille Bervejillo https://geography.osu.edu/people/bervejillo.1-0
31	WRAP UP DISCUSSION	12.5.2018	ARTICLE COMMENTARY DUE IN CLASS NO LATER THAN 9:35AM No reading.