

**Geography 4100, Geographic Inquiry, Spring 2016**

Tuesdays & Thursdays , 3:55-5:15, Derby 1080

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Office hours: by appointment

*Carmen page:* go to <https://carmen.osu.edu/> , login, select course; click on ‘Content’ tab

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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, based on experience in other courses, 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> class 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 groups of students (groups of 2 or 3, depending on class size). The presentations will briefly synthesize the case study and then 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. The lecture, then, presents a field of study/perspective in principle; the presentations, by way of example. All students will present 4 times over the course of the semester. Students who are not presenting will post on Carmen 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 student are expected to actively engage every topic, irrespective of who is presenting. The Carmen 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 the topic in the discipline. Students filter and examine the selected issue through 3 different perspectives/fields of study of choice; students also clarify and explain which geographic concepts (at least 2) 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.

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, will provide a forum for students to discuss their research papers and the issues and problems they have encountered in developing their papers; this sort of workshop has worked well in this and other courses to help students connect, rather than feel alienated, about problems (normal in 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 accessible via the Content tab of the Carmen page for the course. The articles on Carmen are listed in the order in which you will read them (see pp. 8-9). They are listed on pp. 5-7 in alphabetical order with full bibliographic information. All reading is required. *For technical difficulties with e-reserves call e-reserves (292-6448); please alert N. Ettlinger 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 post 1 thoughtful question or comment on Carmen for each article in advance of class (see Carmen 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. Based on past experience, 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

Cell phones should not be visible during class. Students may use laptops to take notes or look at course material online. Use of laptops during class time for any reason other than class materials is prohibited and will result in denial of laptop use.

## EVALUATION AND GRADING

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

**(1) Carmen posts** (on the carmen page click on ‘Activities’ tab and then ‘Discussions’ on the drop-down menu; instructions for posting are on the Discussions page)

In advance of each class (following the course introduction, 1<sup>st</sup> day) students prepare and post responses on Carmen 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), and should directly answer the question posed (see Discussion page) 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, 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) 4 times during the semester on a case study that exemplifies the logic of the field of study/perspective discussed in the preceding lecture. The presentation overall should include: (1) a *brief* synthesis (not summary) of the case study; the crucial part is (2) discussion of how the field of study/perspective discussed in the preceding lecture plays out in the case study (i.e. how the case study exemplifies an approach, a view, a particular type of logic). ***Each presenter should engage this exemplification exercise – i.e. it is unacceptable for a presenter to confine her/himself to summary of the reading or part of the reading.***

Depending on class size and the number of students in groups (2 or 3), each student has 10 -15 minutes (a group of 2 will have 20-30 minutes; a group of 3, 30-45 minutes). 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 – as a case study of a particular field of study/perspective, beyond summary. Although each student is responsible for the content of their presentation once a division of labor is established, students can work with one another in thinking through the big points of the article --- there will be insufficient time to cover all the details in the case study, so each person’s summary of material needs to focus on big points, with examples, rather than a regurgitation of every detail.

Evaluation is on an individual, not group basis. Grades for each presentation will be posted after class on carmen. ***A rubric for evaluation along with recommendations for preparation is posted on the carmen under the ‘Content’ tab.***

Students are encouraged to think about their interests and request presenting on a particular topic; let N. Ettlinger 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 3<sup>rd</sup> week. Assignments before the 3<sup>rd</sup> week will be decided in class on a volunteer basis. As soon as the assignments are finalized, a listing will be posted on the carmen page under the ‘Content’ tab.

## **(3) 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), and clarify which geographic concepts (at least 2 drawn from the 'geographic concepts' section) they utilize.

Students are expected use reading from course material, but they also will need to *read beyond the syllabus*.

Some tips for reading beyond the syllabus: There are many different ways to go about finding references beyond course material. Some useful approaches include:

*In 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 ISI 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.

The papers should be **no less than 10 pages and no more than 15**, double spaced with no extra space between paragraphs; use an extra space between sections is fine. The papers should be polished and proofed using 11 or 12 Times Roman font and 1" margins. Use sectioning and possibly sub-sectioning to provide signposts (e.g. introduction, section titles for the different perspectives, geographic concepts, comparative discussion, conclusion, bibliography).

*The **bibliography** should include at least 8 academic references in addition to course material (you are required to make use of at least 6 articles from the course).* You are welcome to include references to news articles, blogs, and the like (these are in addition to, not substitutes for, course material). The bibliography should be in alphabetical order using the format of any geography journal. A hard copy of the paper is due on **Monday, April 25, by noon**.

*A rubric for evaluation of the paper is posted on the carmen page under the 'Content' tab.*

#### **(4) proposals and revision**

Brief proposals for the research project (no more than 2 pages) are due no later than **Wednesday, March 9, by noon**; send to N. Ettlinger 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. Ettlinger at any time. Revised proposals (unless no revision is indicated) are due (by Word attachment) no later than **Wednesday, March 23, by noon**; these also are required.

**The proposal should include:**

- 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) and *how* you will use them (competitors or complements)
- 4) a brief discussion of the insights each perspective offers, *specifically on the issue (2); cite particular principles from reading material on these issues, with references*
- 5) an indication and brief explanation of the geographic concepts that figure in your analysis (at least 2); *cite particular principles from reading material on these issues, with references*
- 6) a bibliography to date and an indication of search strategies; indicate a '\*' for all references obtained using **ISI, which is required**
- 7) indicate which geography journal you will use as a model for style (sectioning, bibliography)

The revised proposal should engage comments on the initial proposal and any other changes; *attach the initial proposal with my comments to the revised proposal.*

**Grading scheme** (figured with each student presenting twice; more presentations per students in the case of a very small class will result in a reconfiguration of the grading scheme, increasing the percentage points for presentations)

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

Carmen questions	15%
4 presentations	40%
research paper	35%
paper proposal, revision	10%

**MISCELLANEOUS REGULATIONS**

- 1) 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).
- 2) An 'incomplete' at the end of the quarter is possible *under extenuating circumstances*, which require documentation.

**REQUIRED READING – BIBLIOGRAPHY**

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- 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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- Joshi, S., McCutcheon, P., and Sweet, E. 2015. Visceral geographies of whiteness and invisible microaggressions. *ACME* 14: 298-323.
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## SYLLABUS

date	general topic	class discussion	assignments	
Jan T 12	introduction			
Th 14	geographic concepts	space, place, territory	Massey 1993; Harvey 2006; van Efferink	
T 19		<i>presentations</i>	Zhou & Tseng; Allen & Cochrane	
Th 21		spatiality	Foucault 1980a; Weisman	
T 26		<i>presentations</i>	Berman; Ash	
Th 28		scale	Moore	
Feb T 2		<i>presentations</i>	Norman & Bakker; Smith & Ley	
Th 4		fields of study, perspectives in human geography	spatial science & critique of regionalism	Chisolm
T 9	<i>presentations</i>		Liu et al; Holloway et al.	
Th 11	Marxism & critique of spatial science		Massey 1979; Harvey 1996	
T 16	<i>presentations</i>		Springer; Addie	
Th 18	political ecology		Robbins; Swyngedoux & Heynen; Castree	
T 23	<i>presentations</i>		Ioris; Osborne	
Th 25	postcolonialism & the colonial present		Young; <i>Said (optional)</i> ; McEwan	
Mar T 1	<i>presentations</i>		Mitchell; Sharp	
Th 3	poststructuralism & critique of Marxism		Foucault 1980b; Foucault 2000	
T 8	<i>presentations</i>		Roy; Reeves	
W 9	<b>proposals due, by noon (e-mail, Word attchmt.)</b>			
Th 10	feminism & the critique of masculinist research		Haraway; Peake	
T 15	SPRING BREAK			
Th 17				



T 22	fields of study/perspectives, cont'd.	<i>presentations</i>	Pykett; Fluri
W 23		<b>revised proposals due by noon (e-mail, Word attchmt.)</b>	
Th 24		intersectionality; queer theory	Valentine; Oswin
T 29		<i>presentations</i>	Nightingale; Moussawi
Th 31		critical race theory	Price; Coates
Apr T 5		<i>presentations</i>	Pulido; Joshi, McCutcheon & Sweet
Th 7		research as a political process	Fraser & Weninger; Kesby
T 12		<i>presentations</i>	Gibson-Graham; Cahill
Th 14	recap & finalization of research papers	recap	Carmen questions
T 19		research paper workshop	
Th 21		recap, cont'd.	
M 25	<b>papers due by noon, N. Ettlenger's office (1144 Derby)</b>		