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 1st of 2 classes on a topic introduces the topic by lecture and generic reading; the 2nd class is devoted to presentations on 2 case studies on the topic by a small groups 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. The lecture, then, presents a field of study/perspective in principle; the presentations, by way of example. All students will present 3 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 1st and 2nd 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 (1st class on a topic) is 1-2 articles; there will always be 2 case studies assigned for the 2nd 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) 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, will provide a forum for students to discuss their 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 accessable 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. All reading is required. 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 (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. 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
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 research paper; and (4) a proposal for the research paper and revision. These are elaborated below.

(1) Canvas posts (on the Canvas page click on ‘Discussions’ and then ‘Discussions.’)
In advance of each class (following the course introduction, 1st 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, 3 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 (about 10 min. per person) should explain 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), using examples from the case study to substantiate points. *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.* 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 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 ---

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

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 3rd week. Assignments before the 3rd week 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) 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); define the principles associate 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.

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:
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 around 10-15 pages, 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, but these are in addition to, not substitutes for, course material and academic references. 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 ‘Modules.’

(4) proposals and revision
Brief proposals for the research project (no more than 2 pages) are due no later than Tuesday, March 7, 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 Thursday, 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 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) a bibliography to date and an indication of search strategies; indicate a ‘*’ for all references obtained using ISI, which is required

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:

- Canvas posts: 15%
- Presentations (3): 36% (12% each)
- Research paper: 39%
- Paper proposal, revision: 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.

REQUIRED READING – BIBLIOGRAPHY
Cahill, C. 2007. The personal is political: developing new subjectivities through participatory action research. Gender, Place and Culture 14: 267-292.


Moossawi, G. 2013. Queering Beirut, the ‘Paris of the Middle East’: fractal Orientalism and essentialized masculinities in contemporary gay travelogues. *Gender, Place and Culture* 20: 858-875.


## SYLLABUS

<table>
<thead>
<tr>
<th>date</th>
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