

**APPROACHES TO GEOGRAPHICAL ENQUIRY (GEOG 5000, FALL 2024)**  
**Department of Geography & Environmental Studies, Carleton University**  
**Abbreviated draft, full course outline to be posted on Brightspace**



**Instructor:** Jill Wigle, PhD  
**Office Hours:** By appointment  
**Brightspace:** <https://brightspace.carleton.ca/d2l/home/289572>

**CALENDAR DESCRIPTION**

A review of the major philosophical perspectives shaping research and explanation by geographers. Particular attention is paid to interpretations of social structure and human action, the nature of the biophysical universe, and the interaction between human beings and their environments.

**COURSE DESCRIPTION**

This course reviews a diverse range of perspectives, approaches, and debates shaping research and explanation in contemporary human geography. Graduate students in various disciplines may find the course useful for their respective research projects.

**Prerequisite:** Graduate student standing, or permission of the department. Open to graduate students from all disciplines.

## LEARNING OUTCOMES

This course provides students with opportunities to: (1) examine significant theories, concepts, and debates in human geography; (2) situate their research in relation to different geographical literatures and approaches; and (3) support the elaboration and refinement of their research interests and projects.

## APPROACH

The class meets once weekly for a 3-hour seminar. As a graduate seminar, this is a reading and discussion intensive course whose success depends on in-class engagement. Weekly seminars revolve around student presentations and discussions of course readings.

## READINGS AND BRIGHTSPACE

All required readings are available online through the ARES portal on Brightspace. Course readings have been chosen to: provide an overview of (some) significant approaches in human geography; represent new or enduring works in particular areas of geographic research; offer illustrations of different approaches to geographic inquiry; and to focus on specific themes or debates.

## EVALUATION AND ASSIGNMENTS

### ***Class Participation (20%)***

Class participation is based on attendance and meaningful engagement with the course materials, seminar discussions, and other in-class activities. This requires that students complete the required readings *before* coming to class.

### ***Thinking Geographically (10%)***

What does it mean to think geographically? A brief reflection paper (750 words) that considers your own research goals for graduate studies. These papers are due by 11:59 pm on [September 17](#) via Brightspace. We will return to these papers in week 11 as part of a reflective exercise in class. More details to be provided in the first class.

### ***Reading Commentaries (2 x 10% = 20%)***

For two weeks of the term, students are asked to prepare a written reading commentary that engages at least two of the weekly readings. Each commentary should be approximately 1,000 words and provide your critical reflections on concepts, issues, and/or debates raised by the reading(s). Commentaries are due *after the class for your chosen week/readings* by 11:59 pm via Brightspace. It is recommended that students submit one commentary by [October 15](#). More details to be provided in class.

### ***Reading Discussant (2 x 10% = 20%)***

For two weeks of the term, students are asked to serve as the “discussant” of the required readings by preparing an *analytical* overview of the readings, accompanied by a one-page handout. Discussants should focus on ideas, arguments, and/or concepts raised in the readings and elaborate on connections and/or tensions between readings. Students should also develop two overarching questions pertaining to the weekly readings to steer class discussion. These should be posted to the class discussion forum on Brightspace the day *before* class by 6 pm. A schedule of reading discussants will be compiled in week 1 and posted on Brightspace. More details to be provided in class.

### **Review Essay and Presentation (30%)**

This assignment requires students to conceptualize, research, and write a 3,500-word review essay similar to those found in the “progress reports” in *Progress in Human Geography*. The purpose of the review essay is to survey and critically assess recent geographical (and other relevant) literature in a specific thematic area of relevance to your research project. Students should discuss their proposed topic with the instructor *before* the fall reading week and then present and discuss a chosen reading related to their review essay topic at our “reading jamboree” in week 7. These readings should be posted to the discussion forum in Brightspace by **October 25**. Students will also present their review essay topics and progress in a 10-15-minute oral presentation to the class in week 12 of the term. Final assignments should be uploaded to Brightspace by 11:59 pm on **December 9**. While the class presentations and discussions are an important part of “workshopping” your ideas for this assignment, marking will focus on the written review essay. More details to be provided in class.

All written assignments should adhere to proper spelling, grammar, the consistent use of academic referencing (<https://library.carleton.ca/guides/help/citing-your-sources>) and the assignment guidelines discussed in class. Please retain a hard copy (with electronic backup) of submitted work.

### **WEEKLY TOPICS/THEMES**

Please note that lecture topics and required readings are subject to change at the discretion of the instructor.

- Week 1: Course Introduction (September 10)
- Week 2: Space and Spatiality (September 17)
- Week 3: Place and Sense of Place (September 24)
- Week 4: Feminist Geographies (October 1)
- Week 5: Colonialism and Geography (October 8)
- Week 6: Decolonizing Geography/ies (October 15)
- Week 7: Reading Jamboree (October 29)
- Week 8: Racial Capitalism (November 5)
- Week 9: The Production of Space (November 12)
- Week 10: Housing and Everyday Life (November 19)
- Week 11: Mapping, Power and Spatial Politics (November 26)
- Week 12: Class Summary and Presentations (December 3)

### **GRADES**

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = < 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

ABS = student absent from the final exam; DEF = Deferred; FND = failed, not deferred; GNA = grade not available; WDN = withdrawn from the course. Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the professor may be subject to revision. No grades are final until they have been approved by the Dean.

### **LATE ASSIGNMENTS AND DEFERRED ASSIGNMENTS OR GRADES**

Assignments turned in late without an approved extension will be subject to a reduction of the overall mark at the rate of 5% for each calendar day past the due date. Assignment extensions will be considered for extenuating circumstances. In such cases, please contact me to discuss possible accommodations preferably before an assignment is due and complete *the Self-Declaration for Academic Considerations form*. For details on the proper use of this form and policy, students should consult the [Course Outline Information on Academic Accommodations](https://carleton.ca/fpa/wp-content/uploads/Academic-Consideration-Procedures-for-Students.pdf) and read about the procedure for requesting academic consideration. It can be found here: <https://carleton.ca/fpa/wp-content/uploads/Academic-Consideration-Procedures-for-Students.pdf>. If you are unable to submit assignment(s) before the end of the term because of extenuating circumstances, official deferrals petitioned through the Office of the Registrar will be honoured.

### **LAPTOPS AND CELL PHONES**

To encourage a respectful and interactive learning environment, students are asked to put away their cell phones during class and to use laptops *only* for taking class notes.

### **DROP DATE**

Please check the Carleton University Calendar for the last day in the term to withdraw from a course with full fee adjustment.

### **PROHIBITIONS ON THE USE OF ARTIFICIAL INTELLIGENCE TOOLS**

The use of generative artificial intelligence tools (e.g. ChatGPT) for the creation or submission of graded work is prohibited in this course.

### **ACADEMIC STANDING AND CONDUCT**

Students must familiarize themselves with the regulations concerning academic standing and conduct in the Carleton University Undergraduate Calendar: <http://www.carleton.ca/calendars/ugrad/current/>.

### **INSTRUCTIONAL AND CONDUCT OFFENCES**

Instructional offences include (among other activities): cheating, contravening examination regulations, plagiarism, submitting similar work in two or more courses without prior permission, and disrupting classes. Conduct offences apply in areas of discrimination and sexual harassment. Further information about university regulations which define and regulate these offences is presented in the Undergraduate Calendar: <http://calendar.carleton.ca/undergrad/regulations/>.

### **Plagiarism**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, artworks, research results, diagrams, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

The key to avoiding plagiarism is to learn how to do research and how to cite sources properly. The following web site provides advice: [www.library.carleton.ca/help/avoid-plagiarism](http://www.library.carleton.ca/help/avoid-plagiarism).

#### **WRITING TUTORIAL SERVICE**

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch with SASC's writing consultation sessions (<https://carleton.ca/csas/support/one-on-one-appointments/writing-consultation-sessions/>).

#### **REQUESTS FOR ACADEMIC ACCOMMODATIONS**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

*Academic consideration for short-term medical or extenuating circumstances:* please contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If you require accommodation for missing a course deliverable or deadline for *extenuating circumstances* (e.g. illness), please complete *the Self-Declaration for Academic Considerations form*.

#### **STATEMENT ON STUDENT MENTAL HEALTH**

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>.

#### *Emergency Resources (on and off campus)*

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

*Carleton Resources*

Mental Health & Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusivity Communities: <https://carleton.ca/equity/>

*Off Campus Resources*

Distress Centre of Ottawa & Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>

Good2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>