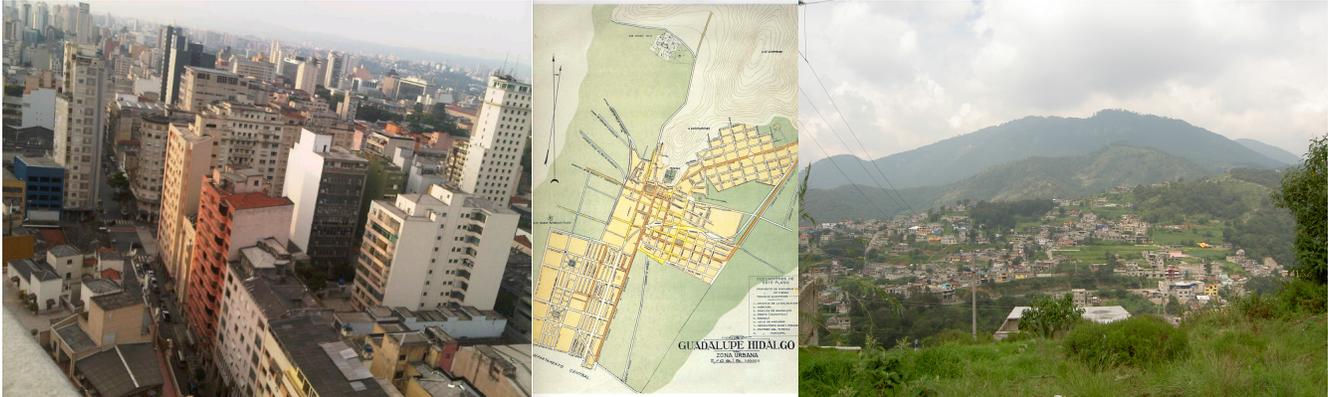


APPROACHES TO GEOGRAPHICAL INQUIRY (GEOG 5000)

Department of Geography and Environmental Studies, Carleton University, Fall 2018



Instructor: Jill Wigle, PhD
Office: Loeb B353
Office hours: Thursdays, 15:00 to 16:30, or by appointment
Contact details: (613) 520-2600 extension 8552 or Jill.Wigle@carleton.ca
Lectures: Thursdays, 11:35 to 14:25, Loeb A410
cuLearn site: <https://culearn.carleton.ca/moodle/course/view.php?id=113707>

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 major perspectives, approaches and debates shaping research and explanation by geographers and other scholars concerned with significant geographical concepts (e.g. place, space, scale) and themes (e.g. socio-ecological relations, unjust geographies, identity and place). Graduate students in various disciplines may find the course useful for their research projects.

Prerequisite: Graduate student standing, or permission of the Department of Geography and Environmental Studies. Open to graduate students from all disciplines.

OBJECTIVES

- To examine significant theories, concepts, practices and debates in human geography.
- To enable students to situate their research interests in relation to a range of approaches to geographic inquiry.
- To support the elaboration and refinement of student research interests and projects.

CLASS FORMAT

The course meets once weekly for a 3-hour seminar. As a graduate seminar, students are expected to participate in class discussions in an active and informed manner. Weekly seminars will revolve around student presentations and discussion of assigned readings.

REQUIRED TEXT AND READINGS

The textbook and additional readings have been chosen to: provide a general overview of 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 present more in-depth insights on important themes and debates. The required text for this course is: Aitken, Stuart and Gill Valentine (editors). 2015. *Approaches to Human Geography: Philosophies, Theories, People and Practices* (Second Edition). London: Sage. The textbook is available for purchase at Haven Books (43 Seneca Street, 613-730-9888) or through course reserves at the library. Other required readings are available through the ARES. Readings can also be found through the library's e-journals at: <http://www.library.carleton.ca>.

COMMUNICATION AND CULEARN

The course's cuLearn site will be used to post the syllabus, information on assignments, the sign-up sheet for reading discussants and commentaries, and (confidential) grades. An ARES link to the required readings readings will also be posted in cuLearn. Students should use their Carleton email account for email correspondence with the instructor.

ASSIGNMENTS AND EVALUATION

Academic Biography and Presentation (10% of final grade)

This assignment asks students to prepare a short academic biography (approximately 500-750 words) of their academic journey to graduate studies, modeled after one of the chapters in "Part 2: People" (pp. 215-284) of Aitken and Valentine (2015). Students should discuss how their academic trajectory has been "shaped by philosophies, personal experiences, place, time" (Aitken and Valentine, 2015, p. 215). Students will present their academic biography to the class in week 2 and revisit them in week 11 based on course content and learning. This assignment is due in class on September 13, 2018.

Overall Class Participation (10% of final grade)

Participation is an important part of this graduate seminar. Students are expected to attend class prepared to discuss the required readings in an informed manner and to actively engage in class discussions. The participation mark will be evaluated by the instructor based on the overall quality of a student's contribution to class discussions during the entire semester.

Reading Commentaries and Presentations (45% of final grade)

a) Reading commentaries (3 written commentaries x 10% each = 30%)

For three weeks of the term, students are asked to prepare written reading commentaries for *one* of the required weekly readings. Each commentary should be approximately 750 words and provide a succinct and critical appraisal of the main arguments, ideas or issues raised by the reading, as well as some analysis of important connections (linkages, differences or tensions) with another course reading from either the same week or a different week. A sign-up sheet for this activity will be circulated in week 1.

b) Reading discussant (2 oral presentations x 7.5% each = 15%)

For two weeks of the term, students are asked to serve as a "discussant" of the required weekly readings and to prepare an overview of the readings to share with the class. In their presentations, students should focus on: important ideas, arguments, and/or concepts raised in the readings and elaborate on dilemmas, connections or conflicts with other course readings. Students should also select a quote that they find particularly relevant or interesting from one of the readings and develop two or three questions

pertaining to all of the readings for class discussion. Please post these questions to the discussion forum on cuLearn the day before class. If there is more than one student presenting, students are asked to coordinate. A sign-up sheet will be circulated in week 1.

Review Essay and Presentation (30% for written review, 5% for presentation = 35% of final grade)

This assignment requires students to research and write a 3,500-word review essay similar to those found in the “progress reports” in *Progress in Human Geography*. Students should discuss their proposed review essay topic with the instructor before the fall reading week. The purpose of the review is to survey and critically assess recent geographical (and other relevant) literature in a specific thematic area of interest to a student’s research. Students will present their draft review essays in a 15-minute presentation to the class in week 12 of the term. Final reviews should be uploaded to cuLearn *before* 5:00 pm on December 7, 2018.

COURSE SCHEDULE AND READINGS

Please note that lecture topics and required readings are subject to change at the discretion of the instructor, and that readings are listed in the suggested order of reading rather than alphabetically.

Students enrolled in the course will find the complete list of readings on cuLearn.

Week 1: September 6

Approaching human geography

Week 2: September 13

Positivist geography, spatial science and beyond

Week 3: September 20

Humanist geographies, then and now

Week 4: September 27

Feminist geographies

Week 5: October 4

Marxist geographic perspectives

Week 6: October 11

Post-structuralism and geographic inquiry

Week 7: October 18

Colonialism, postcolonialism and geography

** There is no class on October 25 because of the Fall Reading Week.*

Week 8: November 1

Socio-spatial relations

Week 9: November 8

Unjust geographies

Week 10: November 15
Socio-ecological relations

Week 11: November 22
Nature, mapping and calculation

Week 12: November 29
Course summary and class presentations

- ❖ Presentations of review essays

SUBMISSION OF ASSIGNMENTS

Assignments must be typed, submitted as a paper copy and adhere to the guidelines for written assignments discussed in class and/or posted on cuLearn. Students are asked to retain a hard copy (with electronic backup) of all assignments in the event of loss. All assignments must represent individual work completed on an independent basis. A penalty of *two grade points per calendar day* will be applied to late assignments, unless accompanied by adequate written documentation for a *legitimate* reason beyond the student's control (e.g. illness or an emergency in your immediate family). Late reading commentaries will be accepted *only* up to 5 days past the indicated due date/time. Responsibilities and commitments for in-class presentations should be taken seriously and only changed if adequate documentation is provided for a legitimate reason. Requests for a review of an assigned grade must take place in written form (e.g. by email) *within 7* days of the grade being posted on cuLearn.

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
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course; DEF = Deferred; INC = Incomplete. 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 instructor may be subject to revision. No grades are final until they have been approved by the Dean.

INSTRUCTIONAL AND CONDUCT OFFENCES

Carleton University has clear and firm policies regarding instructional and conduct offences. Instructional offences include among other activities cheating, contravening examination regulations, plagiarism, submitting similar work in 2 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 Graduate Calendar: <https://calendar.carleton.ca/grad/>. Plagiarism is one kind of instructional offence. The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*"

This can include:

- 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;
- Submitting a take-home examination, essay or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- Handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence that cannot be resolved by the course's instructor. If the instructor suspects that a student has submitted plagiarized work, the submitted assignment is forwarded to the Chair of the Department of Geography and Environmental Studies. If it is agreed that an instructional offence may have been committed, the case is forwarded to the Dean's Office for review.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [**carleton.ca/sexual-violence-support**](https://carleton.ca/sexual-violence-support)

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. [**https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf**](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf)

For more information on academic accommodation, please contact the departmental administrator or visit: [**students.carleton.ca/course-outline**](https://students.carleton.ca/course-outline)