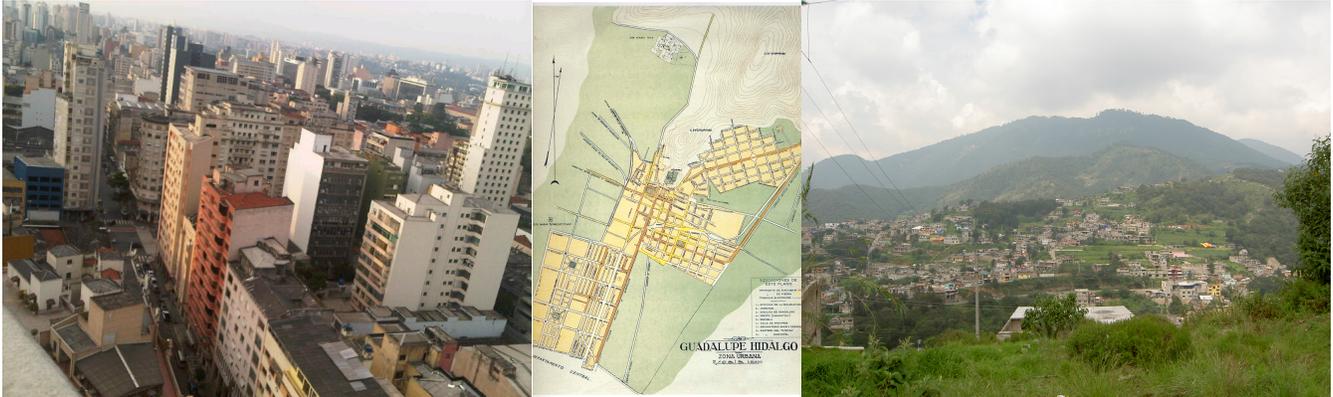


APPROACHES TO GEOGRAPHICAL INQUIRY (GEOG 5000)

Department of Geography and Environmental Studies, Carleton University, Fall 2020



Instructor: Jill Wigle, PhD
Online class: Thursdays, 11:35 to 14:25 (via zoom link on cuLearn)
cuLearn site: <https://culearn.carleton.ca/moodle/course/view.php?id=156736>
Office hours: Thursdays, 15:00 to 16:30, or by appointment (via BBB link on cuLearn)

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. spatial justice, racial capitalism, identity and place). 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 OBJECTIVES

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

CLASS FORMAT AND ONLINE LEARNING

The class meets once weekly for a 3-hour seminar through an online zoom link posted on the course's cuLearn site. As a graduate seminar, this is a reading-intensive course and students are expected to actively participate in all class discussions. Weekly seminars revolve around student presentations and discussion of course materials. In some weeks, audio-visual materials complement the required readings. Students can find assistance with: (1) online learning here: <https://carleton.ca/online/online-learning-orientation/> (2) zoom here: <https://carleton.ca/culearnsupport/instructors/zoom-web-conferencing/#sect1> and (3) the ITS guide for technological requirements for online learning here: <https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>.

TEXTBOOK AND READINGS

Course 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 textbook 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). A copy is also available for loan through the library. Students may also be able to rent a digital copy through the publisher (Sage) or through Vital Source or Redshelf. All of the other readings are available online and/or through ARES or the library's e-journals/e-books. Some form of notetaking is strongly recommended to support engagement with the readings.

COMMUNICATION AND CULEARN

The course's cuLearn site will be used to post the syllabus, the schedule for reading discussants and commentaries, (confidential) grades, an ARES link to the readings and the links for the online seminar and office hours. Students should use their CU email account for correspondence with the instructor.

ASSIGNMENTS AND EVALUATION

Class Participation (20% of final grade)

Participation is an important part of this seminar. Students are expected to actively engage with the readings and participate in class discussions in a collegial and respectful manner. The participation mark will be evaluated by the instructor based on a student's overall contribution to class discussions during the entire semester. As part of class participation, students are asked to present their "academic biography." This task involves the preparation of a short synopsis of each student's journey to graduate studies. The synopsis can be written informally (e.g. bullet points) but should be carefully organized to facilitate a thoughtful presentation. As an example, it can be modeled after one of the chapters in "Part 2: People" (pp. 215-284) of Aitken and Valentine (2015), and focus on "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 as part of our collective learning assessment. The latter activity will involve a roundtable discussion in class, with each student contributing a reading related to "Just geographies and more." More details to be provided in class.

Reading Commentaries and Presentations (50% of final grade)

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

For three weeks of the term, students are asked to prepare a concise written commentary that engages at least one of the weekly readings. These are to be uploaded to cuLearn *before* class. Each commentary should be approximately 750 words and provide a succinct set of critical reflections that engage important concepts or theories or issues raised by the reading(s). A schedule will be compiled in week 1.

b) Reading discussant (2 presentations x 10% each = 20%)

For two weeks of the term, students are asked to serve as the "discussant" of the weekly readings by preparing an *analytical* overview to share with the class. Discussants should focus on: important ideas, arguments, and/or concepts raised in the readings and elaborate on connections and/or conflicts with other course readings and themes. Discussants should also develop two or three concise questions pertaining to the readings to stimulate and lead class discussion. Please post these questions to the class discussion forum on cuLearn the day before class by 16:00. A schedule will be compiled in week 1.

Review Essay and Presentation (30% of final grade)

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*. Students should discuss their proposed 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 topics and assignment progress in a 10-15-minute presentation to the class in week 12 of the term. Final assignments should be uploaded to cuLearn *before* 5:00 pm on December 11, 2020. More details to be provided in week 6.

COURSE SCHEDULE AND READINGS

Week 1: September 10

Approaching human geography

Week 2: September 17

Geographies of the COVID-19 pandemic

Week 3: September 24

Positivist geography, spatial science and beyond

Week 4: October 1

Humanist geographies, then and now

Week 5: October 8

Marxist geographic perspectives and the urban

Week 6: October 15

Feminist geographies and intersectionality

Week 7: October 22

Post-structuralism and geographic inquiry

Week 8: November 5

Colonialism, postcolonialism and geography

Week 9: November 12

Nature, mapping and calculation

Week 10: November 19

Geographies of oppression, resistance and resurgence

Week 11: November 26

Just geographies and more

Week 12: December 3

Summary and class presentations

SUBMISSION OF ASSIGNMENTS

Assignments must be typed and adhere to the guidelines for written assignments discussed in class and/or posted on cuLearn (e.g. WORD doc). Assignments are to be submitted through the uploading function 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 actual 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.

STATEMENT ON PLAGIARISM

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, laboratory report 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. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

ACADEMIC ACCOMMODATION

Carleton provides academic accommodation to students for reasons of disability, religious observance, pregnancy and/or parental leave, sexual violence, and student activities. Providing accommodations simply means providing alternatives to students who cannot perform the essential requirements of their academic programs due to the reasons mentioned above. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the university. This section provides only a brief overview of the accommodations policy and process. Please contact Equity and Inclusive Communities for a full explanation.

Religious observation: a request should be made in the first two weeks of the academic term, or as soon as possible where the scheduling of an event or activity conflicting with a religious obligation does not appear in the course outline or calendar. A list of multi-faith holy days is available here: the Equity Services website.

Pregnancy and/or parental leave: requests for parental leave must be made in writing to the Registrar's Office, or in the case of graduate students, to the Office of the Dean of Graduate and Postdoctoral Affairs. A student who is pregnant may request a temporary modification to her program (e.g. laboratory or field work). The student should meet with the instructor(s). The department chair/director and the faculty dean can assist in the discussion. An Equity Services advisor can also be consulted if a student has questions about pregnancy and/or parental leave.

Students with disabilities: Carleton is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The university has a Senate-approved policy on academic accommodation that forms part of its human rights policy. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning outcomes and be fairly evaluated in their performance. In no case does academic accommodation negotiate away, lower, or remove the academic standards and learning outcomes of any course or program, rule, regulation, or policy at the university. Some students with disabilities may require special accommodations for tests and exams. In these cases, students must present a signed accommodation form from the Paul Menton Centre detailing their accommodation needs well in advance of the date of an exam. A copy of the Paul Menton Centre accommodations policy can be found here.

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 where 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.

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. For more details, see the policy.

Contacts: Equity Services, 613-520-5622, equity@carleton.ca, carleton.ca/equity; Paul Menton Centre, 613-520-6608, pmc@carleton.ca, carleton.ca/pmc; Carleton online learning support: <https://carleton.ca/online/>.