Department of Geography and Environmental Studies

Doctoral Core Seminar: Geography, Society and Environment

GEOG 6000 [An Integrative Orientation to Problems in Geographic Thought] (Fall 2016) & GEOG 6001 [Research and Professional Practices] (Winter 2017)

This document is the course outline for GEOG 6000 only

Instructor: Fran Klodawsky
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Seminar: Mondays 8.30 to 11.30, between September 12 and December 5

Office Hours: By appointment

Course Objectives:

- To provide students with an appreciation of the intellectual history of society/environment relations in geography and related disciplines, and its relevance to current debates;

- To enable students to locate their own geographical research interests and perspectives within a broader intellectual context, both philosophically and methodologically;

- To begin the process of assisting students to develop a focus and plan for their thesis research;

- To develop an environment of collegiality, mutual respect and appreciation for the intellectual benefits of exploring a broad range of interests and perspectives related to the geography of social change, the geography of environmental change, and their inter-relations;

- To develop a community of scholars with an appreciation of the challenges and rewards of doctoral-level research.

(The last two of these objectives are further developed at Graduate Field Camp).

GEOG 6000 (Fall 2016)

Course Format:

The course follows a seminar format, with students expected to come to class well prepared to be active participants and facilitators of the discussion.
Course Assignments and Assessment:

Each week, students are required to share with other members of class and the instructor, via culearn, brief but thoughtful comments stimulated by the assigned readings or other class content. The chief purpose of these preliminary contributions is to encourage frank and specific reflection on one’s own and others’ reactions to the readings, etc. in anticipation of the in-class discussion. Initial comments should be provided no later than noon Friday prior to each Monday’s seminar. Students are also encouraged to respond to each other’s comments in addition to offering their own reflections.

In-class discussions will be animated through a co-facilitation approach. Students will share the role of co-facilitator (along with the instructor). Assignment of facilitation duties for specific readings will be agreed to at least one week in advance.

The course grade will be based on an assessment at the end of term of the student’s overall performance and intellectual development that takes into account, among other components, the following important assignment: the preparation of an essay (7500 words) on a topic that reviews the links between selected course themes and each student’s own substantive research focus.

Students will be expected to orally present the review essay proposal (20 mins, with illustrations/ppt and a written outline) on October 17, and to present the draft essay (conference-style: 20 mins, with one-page abstract and select bibliography) on 28 November or December 5.

Final deadline for submission of the research paper is December 22.

Students will be encouraged to model their essays as a Progress in Physical Geography or Progress in Human Geography review article that explores a key concept or idea in their own field, in a manner that is accessible to a broad audience of geographers. As an example, please refer to one of the following:


Every effort will be made to ensure supervisor involvement in assessment of the review essay. Students are encouraged to consult with their supervisors on both topic and approach to the review essay. Each student’s final essay will be returned personally in a timely way, at which time they will be given the opportunity to reflect on their progress during the term before their grade for the course is finalised.

The course grade will be based on an assessment of overall performance that takes into account the following components:
Being an active, engaged and informed participant and occasional facilitator in the weekly seminars

Oral presentation of the preliminary approach to the review essay in October (20 minutes, with illustrations/ppt and a written outline)

Distribution of a draft final review essay to other members of the class one week in advance of a presentation to the class about the essay on November 28 or December 5.

Preparation of a final review essay to be submitted by the December 22nd deadline

An overall assessment of personal intellectual growth achieved during the term;

An overall assessment of contributions to the collective intellectual growth of the seminar participants.

While superior scholarship is the goal that each student should aim for, in this first term, you are particularly encouraged to ‘think outside the box’ and to take intellectual risks with the confidence that courage to push intellectual boundaries is what matters, not whether you ‘get things perfect’ at this early stage of your doctoral career.

Week 1          12 September

Introductions

Each student and the instructor will provide a personal and academic autobiography (about 10 minutes) as a way of introducing ourselves to each other and revealing the academic interests that have brought us together in this course. Oral and/or ppt format.

As a separate item, each student should prepare a list of 3-5 key publications (books or articles) that have shaped their enthusiasm for engaging in doctoral work. They will briefly (10 minutes) speak to how and why.

Week 2          19 September

The work of getting a PhD

In conjunction with your thesis supervisor, each student will prepare a draft application for an Ontario Graduate Scholarship and an appropriate Tri-Council (NSERC, SSHRC, CIHR) Doctoral Scholarship. This will be circulated in advance of the class (no later than noon Friday September 16) and each student will have up to 20 mins. to outline their proposal and receive feedback.

Week 3  26 September

What do Geographers have in common – anything?

Reviewing the history and current state of the discipline, is there a case for maintaining an integrative interpretation of what Geography is? If so, what is that case, and what is necessary to make it effective? (These are not questions we will fully resolve this week! They begin an exploration that really continues all year.)


Week 4  Class will need to be rescheduled – will not be on 3 October

What do Geographers have in common – anything? (Continued)

They don’t call the degree a Doctor of Philosophy for nothing! Much more than at the level of the Masters degree, a PhD demands you reflect critically on the whole process of knowledge creation, because that’s what you will be engaged in. If Geography is a discipline of broad scope, you will not be surprised to find there is no single route to plausible knowledge.


Week 6      10 October – Statutory Holiday

Week 7 -    17 October

Presentation of review essay proposals
Each student will give a 10-15 minute presentation, followed by class feedback and discussion.

Week 8      24 October - Fall Term Reading Week
Week 9      31 October

The value of philosophy for physical geography


Week 10     7 November

The value of philosophy for human geography

Flyvbjerg, Bent, 2001, Making Social Science Matter, Chapters 1-4 (pp. 1-49).


Week 11     14 November

Planning for GEOG 6001 – Identification of Potential Workshop Themes

Week 12     21 November

Positionality and Ethical Challenges


Mistry, J., Berardi, A., Simpson, M., 2009, “Critical reflections on practice: the changing roles of
three physical geographers carrying out research in a developing country”, *Area* 41(1): 82-93.


**Week 13  28 November**
**Seminar presentations**

Students will each give a 20-minute presentation of their review paper. This is essentially a chance to get collective feedback on your draft, prior to submitting the final document.

**Week 14  5 December**
**Seminar presentations**

Students will each give a 20-minute presentation of their review paper. This is essentially a chance to get collective feedback on your draft, prior to submitting the final document.

**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;
- 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 directly 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.

**Requests for Academic Accommodations**
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You may need special arrangements to meet your academic obligations during the term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at [http://www.carleton.ca/equity/](http://www.carleton.ca/equity/). For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me 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.

**Religious obligation:** write to me 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.

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).