

Fall 2019

GEOG/ENST 2005: Geographic Inquiry

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Office hours: TBD

Teaching Assistants: TBD

I. Course Description:

Content

This course offers an introduction to qualitative approaches to producing knowledge. Students will be encouraged to think critically and creatively about how and why we do research, how truth-claims are authorized, the underlying assumptions that shape academic inquiries, and the ethical dimensions of doing research with people and communities. Rather than simply introducing a tool-box of research methods, this course uses a mix of lectures and hands-on activities to get students thinking about the political and practical 'big-picture' issues associated with the production and (mis)uses of research.

Learning Objectives

- to make you wonder how you know what you know, what 'knowledge' is, and why it matters
- to explain the theory and assumptions underlying research, including indigenous, feminist, and otherwise non-mainstream perspectives
- to provide practice and coaching in a variety of skills related to gathering, interpreting, and representing data
- to help students become more confident, capable, and critical consumers and producers of knowledge
- to have some fun figuring out how we figure stuff out
- to discover a wide variety of approaches to 'making sense' of the world
- to try new things, including reflexive, visual, and experiential approaches to learning

II. Prerequisites

There are no courses precluded by this course.

III. Texts

There is no textbook required for this course. Students will occasionally be asked to read something as part of an activity in their labs, but those materials will be made available through CULearn. A list of optional readings will be provided in each lecture for students who want to do supplemental reading.

Please note that all course materials used, including slides, handouts, and the course outline, are my own intellectual property and protected by copyright. They are for your educational use only and may not be distributed, reproduced, or posted for commercial purposes without my express written consent.

IV: Course Calendar

This course consists of a two-hour weekly lecture and a two-hour weekly lab.

Students must attend the lectures and the lab section in which they have registered.

Lectures: Mondays, 3:35-5:25, Mackenzie Building 4499

Labs: Section A1 – Tuesdays 2:35-4:25, A410 Loeb
Section A2 – Tuesdays 8:35-10:25, A410 Loeb
Section A3 – Wednesdays 11:35-1:25, A410 Loeb
Section A4 – Thursdays 3:35-5:25, A410 Loeb

No labs on Sept 4-6.

Week one: Sept 9-13

Lecture: Starting up: Essential information and possible over-shares

No Labs

Week two: Sept 16-20

Lecture: Theorizing our worlds: Ontology, epistemology, and other-ologies

Lab: Activity 1 - What I know for sure

Week three: Sept 23-27

Lecture: Theorizing our words: The purpose and power of research

Lab: Activity 2 - Coming to terms

Week four: Sept 30-Oct 4

Lecture: I like to watch: Observational research

Lab: Activity 3 - Lurking

Week five: Oct 7-11

Lecture: Ask away: Interviews and stories

Lab: Activity 4 - Show and tell

Week six: Oct 14-18

No lecture (University closed for Thanksgiving Monday)

Lab: No new activity assigned; attendance optional, for catch-up, questions, and help

Activities 1, 2, 3 and 4 due in the labs

Reading week: Oct 21-25

Week seven: Oct 28-Nov 1

Lecture: Who wants to know? Subjectivity and relations in research

Lab: Activity 5 - Writing selfies

Week eight: Nov 4-8

Lecture: Taking de-centre stage: Attending to the more-than-human

Lab: Activity 6 - Mapping home

Week nine: Nov 11-15

Lecture: Hiding in plain view: The everyday and the extraordinary

Lab: Activity 7 - Creeping the everyday

Activities 5 and 6 due in the labs

Week ten: Nov 18-22

Lecture: Look here: Visual research

Lab: Activity 8 - Campus map redux

Week eleven: Nov 25-29

Lecture: Written off: Text, genre and representation

Lab: Activity 9 - Genre-ally speaking

Week 12: Dec 2-6

Lecture: Making sense: Authority, meaning and ethics

Lab: Closing activity (done in the labs).

Activities 7, 8, and 9 due in the lab

Note: Friday December 6 follows a Monday schedule, so there will be two lectures in week 12.

V: Evaluation

Grading scheme

Lecture responses (15%)

At the end of every lecture, students will be given approximately 10 minutes to answer a few simple questions related to the lecture's content. Responses must be written on a piece of paper, along with your name, student number, **and the name of your Teaching Assistant**, and handed in as you leave. Late responses will not be accepted - so please ensure that you bring a pen or pencil and paper to class.

Students are expected to hand in a minimum of 10 lecture responses during the term. They are worth up to 1.5% each. If students hand in more than the required 10 responses, their top 10 grades will be recorded.

Lab participation (25%)

Teaching Assistants will evaluate the consistency and quality of students' participation in each of the required labs. Grades will be based on attendance as well as engagement - so simply showing up, on its own, is not enough to ensure a high grade. Attending the required labs is mandatory and will sometimes involve working in pairs or small groups. Participation marks lost due to absence cannot be made up, unless there are exceptional circumstances

and/or a doctor's note is provided. A rubric that describes excellent, good, satisfactory, and unsatisfactory lab participation will be posted on CULearn.

There will be one optional (non-required) lab in week 6. Students will be expected to show up at their lab this week in order to hand in activities 1, 2, 3 and 4, but you will not be required to stay, and participation/attendance will not be evaluated. Teaching Assistants will be available during the week 6 lab to provide extra help and answer questions on a drop-in basis.

Activities (6 x 10% each)

In each of the required labs, students will be asked to undertake an activity related to that week's lecture. Activities will range in format and structure, in order to appeal to students with a wide range of aptitudes. Teaching Assistants will introduce and explain the activities in the labs as they are assigned and will provide any necessary supporting materials. Students will begin (and sometimes complete) their activities during the labs. After an activity has been assigned, students may continue working on them until their due date. There are three due dates during the semester: in week 6, week 9, and week 12.

Week 5: Activities 1, 2, 3 and 4 are due.

Week 9: Activities 5 and 6 are due.

Week 12: Activities 7, 8, and 9 are due.

Students will either hand in work directly to their Teaching Assistants during their labs or, in some cases, submit their work on CULearn. Work handed in after the end of the lab in which it is due will be considered a day late. **There will be a 5% per day penalty for handing in work late.** Late assignment may be handed in through the Geography assignment drop-box. Students using the drop-box must include their name, student number, course name and number, **and the name of their Teaching Assistant** on a cover page. **No work will be accepted after the last day of classes (December 6).**

Teaching Assistants may take up to three weeks to grade activities and will return them in the labs. Activities handed in near the end of term will be available for pick up from the Instructor. Students are encouraged to hand in their work as early as possible in order to benefit from grading feedback.

All activities and their evaluation rubrics will be posted on CULearn after they have been introduced in the labs. Each activity is worth 10%. Students are welcome to hand in all the activities, but only their top six grades will be counted.

Communication of Grades

Grades will be posted on CULearn as they become available. However, 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.

Teaching Assistant in this course will be working closely together and with the Instructor in order to ensure that grading is consistent and fair for all students. Students who wish to appeal or discuss their grade(s) are welcome to do so, as follows:

- 1) A 'cooling off' period of 24 hours is required. This is to ensure that students have the time to consider the evaluation provided.
- 2) Grade appeals must be made in writing and emailed to the Teaching Assistant. The course code (GEOG/ENST 2005) must appear in the subject line. In order to respect your confidentiality, correspondence must be sent from a Carleton email address. Students should summarize the grade they received and explain why they believe this evaluation is unfair or inaccurate.
- 3) The Teaching Assistant will arrange to meet with the student, generally during their office hours, to discuss the grade.
- 4) If the Teaching Assistant and the student are unable to come to terms, they will both meet with the Instructor.

Academic Conduct

Students are expected to be punctual, as a courtesy to their classmates and teachers, and to conduct themselves in a way that fosters the open exchange of ideas and perspectives. Mutual respect is required in all face-to-face and written interactions. If something is inhibiting your participation or making you uncomfortable in class, it is your responsibility to promptly bring this issue to the attention of the Teaching Assistants or the Instructor. Creating an inclusive, welcoming learning environment takes a team effort. We rely on feedback from students to make this the best experience possible.

The quality and usefulness of this course depends on students being present, prepared, and attentive. Web-browsing, texting, chatting, tweeting, facebooking, gaming, online shopping, or otherwise causing a distraction is not permitted in class, because it harms your classmates' ability to learn. Students will be given a brief 'tech break' half way through the labs and lectures. Students who are on their gadgets outside of this 'tech break' time will be asked to put them away and/or asked to leave. If an exceptional circumstance (such as having a sick child, or a secret superhero identity and duty to save the planet) requires the student to remain accessible to others during class time, please discuss this situation with the Instructor or the Teaching Assistant before class.

Academic Integrity

Ideas and the words that express them are the currency of the academic world. Good scholarship locates itself within its field by showing, through proper use of citations and bibliographies, whose ideas it has borrowed and built upon. Scholarship that fails to do so steals intellectual property and cannot contribute to the advancement of knowledge.

Plagiarism is defined by the Carleton University Senate 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 it as your own, without proper citation or reference to the original source;
- Submitting work written, in whole or in part, by someone else;
- Using ideas, direct quotations, or paraphrased material without appropriate acknowledgement in any academic assignment;
- Using another's data or research findings without attribution;
- Using direct quotations without quotation marks;
- Handing in substantially the same piece of work for academic credit more than once without prior written permission from the instructor.

Plagiarism is a serious offence that cannot be resolved directly with the instructor. All suspected cases are sent to the Associate Dean, who conducts a rigorous investigation, including an interview with the student. Penalties are not trivial and can include failing the course.

It is the students' obligation to ensure that they are familiar with the rules for proper citation and attribution of sources. I urge you to be extremely careful in this regard, particularly if you are using on-line or other non-standard sources. The library website offers a wide range of style guides and other citation tips as well as subject area specialists who would be happy to assist you.

VII: Requests for academic accommodations

Some students need special arrangements to meet their academic obligations during the term. All students who are struggling with their studies or circumstances are encouraged to speak to their Teaching Assistant or their Instructor, and/or to get in touch with the friendly folks here:

The Student Academic Success Centre - Drop-in academic support - 302 Tory
The Writing Tutorial Service - 4th floor Library
International Student Services - 128 University Centre
Office of Student Affairs - 430 Tory, www.carleton.ca/studentaffairs
Health and Counselling Services - 2600 Carleton Tech and Training Centre
www.carleton.ca/health

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: write to the professor 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 <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor 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 <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor 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 <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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 is 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: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

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). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).