

## GEOG 2260 | Applied Human Geography

### Department of Geography, Environment & Geomatics University of Guelph

#### Course Information

Applied Human Geography GEOG 2260 Winter 2024

Pre-requisites | GEOG\*1200 or (ANTH\*1150 and GEOG\*1220) must be completed prior to taking this course.

Classroom location | MCLN 107 | Monday/Wednesday 11:30am-12:50pm

Lab Locations | HUTT240B

Two lab sections: F 11:30 AM - 1:20 PM (section 0101)

M 2:30 PM - 4:20 PM (section 0102)

Course Format | The course format will include two lectures and a lab weekly (two sections).

Lectures will include small group discussions, in-class exercises, case studies, and examples.

**\*\*Please note that some classes may be online if the situation warrants it (i.e. covid 19 or other circumstances); class schedule, topics and readings subject to change and will be announced on courselink \*\***

#### Teaching Team

<i><b>Instructor</b></i>	<i><b>Teaching Assistant</b></i>
Dr. Karina Benessaiah	Peter Duker
Email: kbenessa@uoguelph.ca	TBD
Office Location & Hours TBD or by appointment	TBD

#### Land acknowledgement

The university of Guelph, and our classroom, resides on treaty land and territory of the Mississaugas of the Credit. This is the home of many past, present and future First Nations, Inuit and Metis people. The Dish with One Spoon is an agreement between Hodinöhsö:ni', Anishinaabeg and their allied nations to live peaceably on the lands throughout what is now known as the Great Lakes Region. The circle at the centre is a dish with a beaver's tail, indicating that they will have one dish and what belongs to one will be shared among all. This land acknowledgement is a recognition of collective responsibility to hold governments and colonial forces to account, to seek redress and healing for injustice. Learn more [here](#).

#### Introduction and Course Overview

Human geography is an interdisciplinary field that seeks to understand a range of environment-society dynamics. Human geographers are very diverse, contributing to fields such as ecology, anthropology, political sciences, economics, sociology, gender studies as well as creative engagements (e.g. geohumanities). Their research draws on a range of research approaches and methodological practices to understand the interrelationships between people, places and their environments.

This course is designed as an applied and practical introduction to qualitative research in human geography and aims to expose students to the basics of research design, research methods, fieldwork, putting an emphasis on critical thinking in the process of knowledge production. The course will combine lectures, hands on exercises and a group research project to learn how to craft and operationalize a research question; explore a range of qualitative data gathering and analytical techniques and reflect on the critical dimensions that underpin geographical knowledge production and research.

### Course Aims & Learning Objectives:

By the end of the course, students will develop skills to critically reflect on the process of knowledge production, formulate appropriate qualitative research questions, and collect and analyze qualitative data using a range of methods relevant to the field of Human Geography.

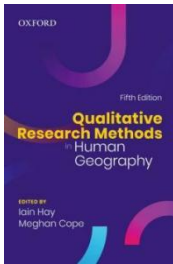
This course aims to help students:

- Become familiar with research approaches, methods and techniques used in human geography, emphasizing their strengths and limitations.
- Acquire a basic set of skills to conduct qualitative geographic research.
- Develop the ability to critically reflect on the process of knowledge production; skills essential to critically reflect on research reported in academia and other media sources and to understand and meet the ethical standards needed for working with people and communities.
- Design and carry out a research project where students can acquire further practice in qualitative data gathering, content analysis and communicating research findings, orally and in writing, to a broader audience.

### Course Tools and Learning Materials

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- **Required text**



**Hay, I. and M. Cope. 2021. Qualitative Research Methods in Human Geography. 5<sup>th</sup> edition. Oxford University Press.**

A copy of this text is on Course reserves (Ares) in the McLaughlin Library

The book may be purchased through our campus bookstore.

E-book available for purchase and rent from the publisher, see here [Ebook](#)

- **Recommended text (optional)**



**Van den Hoonaard, D. K and L-J Van den Scott (2022). Qualitative research in action: A Canadian primer. 4<sup>th</sup> edition. Oxford University Press Canada.**

A copy of this text is on Course reserves (Ares) in the McLaughlin Library

The book may be purchased online through our campus bookstore

E-book available for purchase and rent from the publisher, see here [Ebook](#)

- **Other course readings/material:** Links to other course readings and material will be posted on courselink

- **Learning Services - Writing Centre**

As the semester progresses, you may find yourself with questions on research or paper writing. While you are always encouraged to email me or your TA or visit my office during hours, you may find the following helpful resources. The writing Center <https://www.lib.uoguelph.ca/writing-studying/writing-resources-workshops>

### Learning Activities, Assignments, and Examinations

Learning new research approaches and methods requires critical thinking and reflection. The class will integrate various learning approaches to help your learning with a strong emphasis on class engagement. Your attendance is expected. Not all material covered in class will be in the textbook or the readings. Students are expected to read or watch the assigned material **before** each class and come ready to participate actively.

As we progress throughout the course, readings, lecture materials and course activities aim to deepen your understanding of theoretical and methodological issues related to the practice of geographical research and your practical engagement with research methods. The course includes a group research project where you can get 'hands-on' experience conducting qualitative research.

Courselink will be regularly updated with announcements, discussion or reading prompts and other class-related material. You need to check the website regularly to remain up to date with the class.

### **Assignments, see course schedule below for due dates**

#### **1) TCPS2- Research Ethics Training Certificate (1%)**

All students in the course must complete the TCPS2 Human Subjects Training. Information on completing the training can be found at the Panel on Research Ethics website: <https://tcps2core.ca/welcome>. Please complete the training and submit a copy of your certificate on Courselink by the due date (see course schedule below). We will discuss in class what is required for the ethics training, the context behind ethics reviews and why they are necessary and their limitations.

*The certificate is required before you engage in your research project.*

#### **2) Class participation and self-assessment (9%)**

Learning requires engagement and participation; it is essential that you attend and actively participate in class and labs. Active engagement includes speaking by asking questions and sharing ideas but also listening and reflecting. You are expected to attend the class lectures and labs and read and reflect on course readings and material before class. If you cannot come to a class or lab session due to extenuating circumstances, you must communicate with me or your TA before the missed session.

A self-assessment form will be due on week 13. Details regarding its format will be provided on courselink.

#### **3) Reflection posts (6\*5=30%)**

You will need to make six reflection posts - due at the end of the week on Sundays at 11:59pm,

see class schedule table- where you critically reflect on this course and its content (late penalties will apply for late submissions).

Each post should be ~350-500 words. Your post should directly reflect on at least two assigned readings from the course (for the week that is being discussed) and you need to cite these readings in your post. You are also required to respond to at least one other student's (length ~100-200 words) during the week that the reflection post is due. This may become a longer conversation, which will help you collectively learn and engage with the material. Make sure therefore to post your reflection early to be able to have a discussion. Each week you need to engage with the material discussed that week, but you can also reflect and draw upon what you have learned so far (cumulatively).

These open-ended reflection posts may be approached in different way: approach the readings based on their historical contexts; write about things you don't understand or that you find problematic; ask questions about aspects of the material that you would like to learn more about; build upon or disagree (respectfully) with another student's posts; re-assess your previous views; draw connections between different weeks of the course material. You need to aim for nuance and reflexivity. Your posts' quality should increase as you gain further understanding of the course material. The key part is to fully engage with the course material. You should express your true feelings and opinions, but these should be contextualized based on what you are reading and learning, don't assume you don't know or have no important insights to share: the key aspect is to reflect on what you are learning.

#### **4) Literature critique (16%)**

Students will critique two peer-reviewed journal articles that discuss two different qualitative research designs. The required length for each critique should be ~ 500 words. Rather than summarizing the papers, students will critique the authors' descriptions of the research purpose and research questions, the conceptual framework or theoretical framework, the methods, data analysis, findings, and conclusions. More detail regarding the format for each literature critique will be provided on courselink.

#### **5) Research project (44%)**

The students will gain 'hands-on' experience by engaging in a group research project where they will learn how to design, collect and analyze qualitative data. Focus will also be paid to presenting research findings orally and in writing. The group research project grade will include the following: a project proposal (10%), a project presentation (12%), a peer-review of another group's presentation (6%) and a final group report (16%).

\*Please note at my discretion an adjustment may be applied to a student's grade for the group work. Students who fail to fulfil their commitments to the group will lose points, those whose contribution is outstanding (above and beyond the call of duty) will have points added. This will be determined through the self-assessment process and through evidence (or lack thereof) of engagement with the TA during labs (to be discussed in class). Students who do not participate in the group work or otherwise fail to contribute may receive a grade of zero.

#### **NOTES:**

There is NO final exam for this course. The final assignment (a final group report is due on April 10<sup>th</sup> at 11:59pm).

Keep back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Weekly Schedule(s)** Notes: \*\*Schedule of lecture topics and assigned readings may change. Any such changes will be announced via CourseLink and/or by email. Students are responsible for paying careful attention and staying organized when those changes are made. Course material will be posted on courselink \*\*

<b><u>Dates</u></b>	<b><u>TOPIC / Assigned readings</u></b> ***subject to modification***	<b><u>ASSESSMENTS</u></b>
<b>Week 1</b>  Monday, January 8 to Sunday, January 14	<b>WHAT IS QUALITATIVE RESEARCH?</b>  Mon - course introduction; <i>no readings</i>  Wed required readings: <ul style="list-style-type: none"> <li>● Chapter 1 Hay &amp; Cope (your textbook)</li> <li>● Chapter 2 Van den Hoonaard and Van Den Scott</li> </ul> LAB: No lab, use this time to begin the TCPS 2: CORE-2022 (Course on Research Ethics) at <a href="https://tcps2core.ca/welcome">https://tcps2core.ca/welcome</a> . When complete, save and upload your certificate to courselink. This is due Sunday January 21 at 11:59pm	
<b>Week 2</b>  Monday, January 15 to Sunday, January 21	<b>FRAMING YOUR RESEARCH</b>  Mon: Ontologies and epistemologies <ul style="list-style-type: none"> <li>● Bernard Chapter 1</li> <li>● Cresswell Chapter 2</li> <li>● Kovach 2018</li> </ul> Wed: How is research framing affecting the research process <ul style="list-style-type: none"> <li>● Cresswell Chapter 4 &amp; 5</li> <li>● Chapter 3 Van den Hoonaard and Van Den Scott</li> </ul> LAB: Introduction to group project	Reflection post #1 due Sunday at 11:59pm  TCPS 2 certificate due on Sunday at 11:59pm
<b>Week 3</b>  Monday, January 22 to Sunday, January 28	<b>POWER, SUBJECTIVITY, ETHICS IN RESEARCH</b>  Mon: <ul style="list-style-type: none"> <li>● Hay and Cope Chapter 2 and 3</li> <li>● Guillemin, M., &amp; Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. <i>Qualitative inquiry</i>, 10(2), 261-280.</li> </ul> Wed: <ul style="list-style-type: none"> <li>● Holmes 2020 Researcher positionality</li> <li>● England 1994</li> <li>● McCorkel and Myers 2003</li> </ul>	Reflection post #2 due on Sunday at 11:59pm

	Lab: Workshop research topics/ questions and positionality/ reflexivity statement	
<b>Week 4</b>  Monday, January 29 to Sunday, February 4	<b>UNDERSTANDING RESEARCH DESIGN</b>  Mon: Guest presentation Shannon Thibodeau <ul style="list-style-type: none"> <li>● Chapters 5 &amp; 6 Hay and Cope (your textbook)</li> </ul> Wed: <ul style="list-style-type: none"> <li>● Chapters 7 Hay and Cope</li> <li>● Tracy 2010 Criteria for rigorous qualitative research</li> </ul> Lab: workshop research design	Literature critique #1 due Sunday at 11:59pm
<b>Week 5</b>  Monday, February 5 to Sunday, February 11	<b>UNOBSTRUCTIVE METHODS &amp; EMERGENT DIGITAL WORLD</b>  Mon <ul style="list-style-type: none"> <li>● Chapters 12 Hay and Cope</li> <li>● Chapter 8 - Van den Hoonaard</li> </ul> Wed <ul style="list-style-type: none"> <li>● Chapters 15 Hay and Cope</li> <li>● Literat 2021</li> </ul> Lab: brainstorm research methods & start researching	Research project proposal due Sunday at 11:59pm (10%)
<b>Week 6</b>  Monday, February 12 to Friday, February 16	<b>ETHNOGRAPHY &amp; PARTICIPANT OBSERVATION</b>  Mon: <ul style="list-style-type: none"> <li>● Chapter 8 Hay and Cope (pages 135-147)</li> <li>● Bernard Chapter 14</li> </ul> Wed <ul style="list-style-type: none"> <li>● Bernard Chapter 13</li> <li>● Chapter 8 Hay and Cope (pages 125-134)</li> <li>● Guasco 2022</li> </ul> Lab: refine research project	Reflection post #3 due <b><u>Friday Feb 16<sup>th</sup> at 5pm</u></b>  This is a shortened learning week because of Winter Study Break. Please note any due dates carefully.
<b>Week 7</b>	<b>READING WEEK</b>	
<b>Week 8</b>  Monday, February 26 to Sunday, March 3	<b>INTERVIEWING</b>  Mon Interviews part I <ul style="list-style-type: none"> <li>● Hay and Cope Chapter 9</li> <li>● Bernard Chapter 9</li> </ul> Wed Interviews part II <ul style="list-style-type: none"> <li>● Hay and Cope Chapter 10 and 13</li> </ul>	Reflection post #4 due Sunday at 11:59pm

	Lab: initial feedback on research proposal	
<b>Week 9</b>  Monday, March 4 to Sunday, March 10	<b>ALTERNATIVE WAYS OF INTERVIEWING</b>  Mon: Group interviews & Focus groups <ul style="list-style-type: none"> <li>● Hay and Cope Chapter 11</li> </ul> Wed: Visual and other sensory methods <ul style="list-style-type: none"> <li>● Hay and Cope Chapter 14</li> <li>● Guell and Ogilvie 2015</li> <li>● Glaw et al. 2017</li> </ul> Lab: data gathering	Reflection post # 5 due Sunday at 11:59pm
<b>Week 10</b>  Monday, March 11 to Sunday, March 17	<b>EMPOWERING METHODOLOGIES</b>  Mon & Wed <ul style="list-style-type: none"> <li>● Hay and Cope Chapters 4 and 16</li> <li>● Smith 1999 Decolonizing methodologies, chapters 9 and 10</li> <li>● Eshun and Madge 2012</li> </ul> Lab: data gathering/ dealing with your data	Reflection post #6 due Sunday at 11:59pm
<b>Week 11</b>  Monday, March 18 to Sunday, March 24	<b>ANALYSIS AND INTERPRETATION OF QUALITATIVE DATA</b>  Mon <ul style="list-style-type: none"> <li>● Hay and Cope Chapter 18</li> <li>● Bernard Chapter 17</li> </ul> Wed <ul style="list-style-type: none"> <li>● Hay and Cope Chapter 17</li> <li>● Leech and Onwuegbuzie 2007</li> </ul> Lab: practice data interpretation & data analysis	Literature critique #2 due Sunday at 11:59pm
<b>Week 12</b>  Monday, March 25 to Sunday, March 31	<b>WRITING UP AND PRESENTING QUALITATIVE RESEARCH</b>  Mon - Writing <ul style="list-style-type: none"> <li>● Hay and Cope Chapter 19</li> <li>● Schimel 2012</li> </ul> Wed- Presenting & Interdisciplinarity <ul style="list-style-type: none"> <li>● Hay and Cope Chapter 20</li> <li>● West and Schill 2022</li> </ul> Lab: discuss how to write up & present your data (no lab on Friday March 29 reschedules April 8th)	

<b>Week 13</b>  Monday, April 1 to Sunday April 7th	<b>FINAL GROUP PROJECTS PRESENTATION WEEK</b>  Mon & Wed: group project presentations  Lab: Discussion & support for final report	Project presentations: April 1 & 3  Peer-review due on April 2 <sup>nd</sup> & 4th at 11:59pm (depending on when your assigned group is presenting)  Self-assessment due on April 4th at 11:59pm
Project group report due April 10 <sup>th</sup> at 11:59pm		

### Course/ Department/ University Policies

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**Note Taking:** Students are responsible for taking their own notes. Please coordinate with other students if you need notes for missed classes.

**Academic Integrity:** Students are expected to undertake this course with honesty and integrity, and to understand what plagiarism is and how to avoid it. Whether or not a student intended to commit academic misconduct is not relevant for finding guilt. If you have uncertainty about how to avoid plagiarism in your writing, please refer to the Academic Calendar, the university-produced tutorial (<https://academicintegrity.uoguelph.ca/plagiarism>) and/or talk to a university librarian or your instructor. Plagiarism and other types of misconduct will not be tolerated, and any instances will be treated seriously.

**Communication:** The instructor (and the teaching assistant(s)) will do their best to respond to emails within 1-3 business days. Emails sent after work hours will be answered the next day. Emails sent after 3pm on Friday will not be responded to until at least the following Monday, and questions with answers that can be found in course documents will receive short replies (e.g., “please see course syllabus”). Students must be respectful and use professional language when emailing the instructor and the teaching assistant(s). Please check your university email account and the 'news' section of our Courselink page frequently (i.e., once every 1-2 business days). Any important information arising throughout the semester will be communicated by these means and the university mandates that students must check them.



**Project submission, grading and grade reviews, and monitoring your courselink**

**gradebook:** It is the student's responsibility to ensure that they are clear on when, where, and in what format projects are due, to track when in-class activities will occur, and in the case of assessments submitted via courselink, to double-check that the upload has worked successfully and that your uploaded files are not corrupt. When the instructor or TA encounters a corrupt or incorrect file during grading, they will contact the student and offer a chance to re-send; however, late deductions from the original due date will apply (see late policy section).

Students also need to check their courselink class gradebook to ensure that all grades are entered and accurate. If any concerns arise with regards to grades or grading, the student must immediately visit instructor office hours or request an appointment. Requests to review or revisit grades must be made within a week after they are released in the gradebook; thereafter, it is likely that the instructor will deny requests and that the grade will stand as final.

**Late Policy:**

I do not want to have to give late penalties, if you cannot meet a deadline for medical reasons or personal reasons, let me know as soon as possible. Please talk to me in advance and we will try and find a solution. If you submit your assignments late - without having discussed your situation with me- the full allocated mark will be reduced by 10% for every 24 hours (including Saturday and Sundays) after the deadline for the submission of the assignment to a limit of five days. After five days the assignment will get a zero. Late assignments will not be accepted once graded assignments have been returned officially to the class at large unless circumstances permit, and alternative arrangements have been made.

**University Policy Statements**

**When You Cannot Meet a Course Requirement.** When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration

**Accessibility.** The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty, and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services (SAS) as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or visit the [SAS website](#).

**Academic Misconduct.** The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant

for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

**E-mail Communication.** As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly. E-mail is the official route of communication between the University and its students.

**Drop Date.** The last date to drop one-semester courses is April 8<sup>th</sup>, 2024.

**Copies of out-of-class assignments.** Keep reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Recording of Materials.** Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources.** The Undergraduate Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Covid-19:** The risk of contracting COVID has not disappeared. It may be fair to say that we are in a different phase and/or that the risks for many people, especially fully vaccinated individuals, have lessened. However, risks - of (re)infection and of negative long-term health outcomes - remain for all of us. For people with frequent or intense patterns of exposure (e.g., staff in or frequent visitor to healthcare settings) and/or certain types of home, care-giving or other family circumstances and/or those who are immunocompromised or unable to receive the vaccine, the risk of (re)infection and negative health outcomes remains high. For University of Guelph policy statements and updates on Covid-19, **including the request that anyone who feels sick stay home**, please see: <https://news.uoguelph.ca/covid-19/>. Let the instructor and/or TA know of your situation.