GEOG*6091
Geographic Research Methods II

Department of Geography, Environment and Geomatics
University of Guelph, Winter 2022

PROVISIONAL

Instructor
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Office hours: TBD

Description
This course provides a structured pathway through which first year masters students gain insight on geographic research as a process and develop their own research project proposal. Throughout the semester, students will refine a research question, identify their research objectives and describe their methods, and write and orally present their research proposal. We will take a place-based approach to learning about geographic research methods, using the southern Ontario/Guelph context to experiment in developing questions, implementing methodologies, and analyzing results.

Learning Outcomes
By the end of the semester students should be able to:
• identify and discuss key approaches to geographical research;
• formulate research questions appropriate to their sub-discipline and in line with their intended analytical approach;
• effectively communicate a research proposal in written and oral form.

Required Text and Readings

Any other readings will be posted to CourseLink under the ‘Content’ tab.

Class Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>OF</th>
<th>TOPIC and/or ACTIVITY</th>
<th>READINGS and RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 11</td>
<td>Course Overview</td>
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<tr>
<td>WEEK</td>
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<td>TOPIC and/or ACTIVITY</td>
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<td>2</td>
<td>Jan 18</td>
<td>Of Methodologies and Methods: Figuring out Your Research Question</td>
<td>Chapters 2, 3, and 4</td>
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<td>3</td>
<td>Jan 25</td>
<td>What is a Research Proposal?</td>
<td>Chapter 5 See Courselink for example proposals and read one</td>
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<td>4</td>
<td>Feb 1</td>
<td>Data Collection</td>
<td>Pick 2 Chapters from Part II</td>
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<td>5</td>
<td>Feb 8</td>
<td>Fieldwork and Ethics</td>
<td>Chapter 24 Proposal Outline Due</td>
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<td>Feb 14-18</td>
<td>Winter Break</td>
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<td>6</td>
<td>Feb 22</td>
<td>Data Analysis</td>
<td>Pick 2 Chapters from Part III</td>
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<td>7</td>
<td>Mar 1</td>
<td>Writing</td>
<td>Chapter 25</td>
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<td>8</td>
<td>Mar 8</td>
<td>Open Topics</td>
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<td>9</td>
<td>Mar 15</td>
<td>Research Proposal Presentations</td>
<td>Proposal Draft Due</td>
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<td>10</td>
<td>Mar 22</td>
<td>Research Proposal Presentations</td>
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<td>11</td>
<td>Mar 29</td>
<td>Research Proposal Presentations</td>
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<td>12</td>
<td>Apr 5</td>
<td>Research Proposal Presentations</td>
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<td>Apr X</td>
<td>Research Proposals due</td>
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**Evaluation**

**Research Proposal** (50%, co-evaluated by your supervisor and the course instructor)

The primary objectives of the research proposal are:

- To briefly define and contextualize the topic to be studied;
- To articulate how you will approach this topic through a research question;
- To identify the specific objectives of the research that will address this question;
- To describe the research activities (methods of data collection, methods of analysis, etc.) that will fulfill the objectives, as well as to provide a timeline for them;
- To identify the expected scholarly and practical contributions of your research.

**Research Proposal Presentation** (25%, co-evaluated by your supervisor and the course instructor)

**Seminar Participation** (25%, co-evaluated by you and the course instructor)

- Leading chapter discussions in Week 4 (data collection) and Week 6 (data analysis)
- Meaningfully engaging in seminar conversations, including the research proposal presentations
What you can expect from me

- To help you not only understand but get excited about the material! Even though we’re all geographers, we’re still coming from different perspectives and starting points, meaning that it is everyone’s responsibility, but especially mine, to work to provide a respectful and engaging learning environment. I’m here to work with you from where you are and build up your understanding of the course content.
- To provide prompt feedback on assignments.
- To give you a sense of the flow of the semester – when the assignment load will be heavier, so that you can prepare appropriately.
- To assist in developing your critical analysis and communication skills, through our assignments. These are skills that will be useful to you in both your chosen profession and as a citizen.
- To advise you on future coursework, jobs, grad school, and/or volunteering opportunities.

What I expect of you

- To treat each other with respect. Our classroom is a safe space for all students, regardless of sex, gender, race, ethnicity, religion, age, sexual orientation, nationality, ability or disability. Every person is welcome here.
- To communicate with me about what you expect from the course, what you need, and your challenges.
- To put your best possible effort into this class.

A brief Q&A

Q: How do I contact you?
A: Email is best. I will check it often during weekdays until 6pm, and occasionally in the evenings and weekends. I will respond to your requests and questions as soon as I can. Please do not count on an immediate response, especially for important last minute questions regarding assignments.

Q: I’m confused about the material—what should I do?
A: First off, don’t feel embarrassed—few scholars, whether undergraduates or tenured professors - understand everything completely the first time! Please bring your questions to class! If you are confused, it’s likely that your classmates are, too. If you bring me questions, it helps me evaluate how best to help you learn the material. If you are still confused, please come to my office hours. I am glad to help!

Q: I have to miss lecture or an exam for a family/personal/medical emergency. What should I do?
A: As soon as possible, get in touch. In addition to alerting me ahead of time (if possible) and finding out what you need to do, I recommend getting notes from a classmate.

Q: I’m not happy about my grade. Will you change it?
A: For regrades, I reserve the right to either increase OR decrease your grade depending on what I find in regrading. For a regrade, wait 24 hours, then schedule a meeting with me and email a written description of why you deserve a better grade.
University of Guelph Standard Policy Statements

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

**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.

**Drop Date.** The last date to drop one-semester courses, without academic penalty, is Friday, April 8th. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

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

**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 the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: http://www.uoguelph.ca/csd/

**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 detailed in the Undergraduate Calendar.

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