Territorial Acknowledgement
Acknowledging the territory on which we learn and work honours the relationship between lands/waters and the Indigenous ancestors and stewards of them. This acknowledgement is adapted from the University of Guelph Aboriginal Resource Centre and Student Life:

“The University of Guelph rests on the traditional territory of the Attawandaron people. We therefore acknowledge the Attawandaron people and offer our respect to Anishinaabe, Haudenosaunee and Métis neighbours as the university and community strive to strengthen our relationships with them. We also recognize the significance of the Dish with One Spoon Covenant to this land. The Dish with One Spoon Covenant is a peace agreement made between Indigenous nations before the Europeans arrived. It characterizes our collective responsibility to each other and Mother Earth - we should take only what we need, leave enough for others and keep the dish clean.”

Instructor
Dr. Roberta Hawkins
rhawkins@uoguelph.ca
Office hours: By appointment

Course Objectives
At the end of this course you will be able to:

1. Define the discipline of Geography in your own words, considering its diverse philosophical, theoretical, and conceptual perspectives.
2. Explain the assumptions and arguments underlying contemporary approaches to geographic concepts and theories.
3. Compare and evaluate these concepts and theories, in general and in relation to your particular area of research.
4. Critically reflect on the process of knowledge production within the discipline of geography broadly and your own sub-discipline specifically.
5. Participate in and facilitate collaborative, productive discussions of geographic thought, with a focus on discussion across sub-disciplines (human, physical, techniques).
These course objectives will be met through a combination of:

1. Reflection on the content of assigned readings
2. Class discussions – seminar facilitation and participation in weekly online discussions
3. A variety of writing assignments

Text Books and Required Readings

All assigned readings – including these textbooks – will be posted on CourseLink (as electronic versions via the library system) but you may also wish to own hard copies of these key books for future reading/research – or borrow them from past PhD students:


Course Communication

Please be sure to check your @uoguelph.ca regularly since e-mail is the best way for me to connect with you. We will use Courselink (online platform) to share/access readings and submit assignments. Courselink also has space for online discussion, questions and answers, course announcements etc. so please check it regularly.

We will also use many of the functions in CourseLink (the University of Guelph online platform for courses) to engage with and discuss course concepts ahead of our class meetings.

Before attending these class sessions students will
- Do the assigned readings
- Post a reading reflection to the class Discussion Board (by Tuesday at midnight)
- Read all the discussion points and respond to one of them (by Thursday at 10am)

I understand that this is a very tumultuous time for us all and that there may be times when you are unable to complete a course requirement or attend a class session. Please reach out to me as soon as possible if this is the case to make alternate plans.
### Course Requirements/Grade

<table>
<thead>
<tr>
<th>Description</th>
<th>Due Date** (Learning Objectives)</th>
<th>Percentage of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation: Weekly Reading reflections uploaded to Courselink Discussion board; responses to peers' discussion board posts; weekly participation in class discussions and leading seminar discussions</td>
<td>Weeks 2-11 (All objectives)</td>
<td>25%</td>
</tr>
<tr>
<td>Viewpoint paper: the Discipline of Geography and Knowledge</td>
<td>October 29&lt;sup&gt;th&lt;/sup&gt; (Objectives 1, 2, 4)</td>
<td>15%</td>
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**Detailed description of all assignments will be distributed separately**

NOTE about GEOG 6100 Grading – Because GEOG 6100 is a full year (1.0 credit) course, 50% of your grade will be assigned from your work in the Fall semester and 50% from your work in the winter semester. You will not be assigned a grade until the end of the Winter 2022 semester. At the end of Fall 2021 you will receive a grade of in-progress (INP) on your transcript. If you have any questions about this, please contact me or Dr. Noella Gray, the Winter 2022 course instructor.

**Extensions are available if you cannot meet a due date. Please talk to the instructor in such cases.**
Course Schedule

Readings may be subject to change; at least one week’s notice will be given for any additions or changes to reading assignments.

Part I – Introduction and Overview

Class 1 (Sept 9): Introductions – meet at 12:30 on Zoom

Topics: Introduction to one another and the goals of the course.

Readings/Tasks:
- Read over course outline and assignment descriptions
- Familiarize yourself with CourseLink
- Note – you may also wish to get a head start on next week’s readings because there are a lot

Class 2 (Sept 16): The Discipline of Geography

Topics: What is geography? What is the history of the discipline? What are some recent trends in human and physical geographies?

Readings:
- Chapters 1-3 from Key Concepts in Geography:
  - Histories of geography
  - Geography and the physical sciences tradition
  - Geography and the social sciences tradition
- Chapters 1 (p. 10-12) from Science, Philosophy and Physical Geography
  - “Is there a history of ideas in physical geography?” In: Ideas, change and stability in physical geography
Class 3 (Sept 23): Philosophy, theory and ways of understanding the world

Topics: Different philosophies for how we understand the world (ontology and epistemology). What is reality, how can we know it? What is theory?

Readings:
- Chapters 1; Chapter 2 from Science, Philosophy and Physical Geography
  - Ideas, change and stability in physical geography
  - The nature of reality
- Chapter 1 and Part I Intro in Approaches to Human Geography
  - Ways of knowing and ways of doing geographic research
  - Philosophies

Class 4 (Sept 30): Theory and explanation in geography I

Topics: Introduction to some theoretical perspectives (positivism, humanism) and a consideration of how they each explain geographical phenomena.

Readings:
- Begin to fill in the ‘philosophy comparison chart’ from CourseLink. We will work together on this in class.
- Review the specific theories (e.g. logical positivism) from Chapter 2 in Science, Philosophy and Physical Geography
- Chapters 2, 3, 25 and 27 in Approaches to Human Geography:
  - Positivist Geography
  - Lived emplacement and the locality of being: A return to humanistic geography
  - Quantification, evidence and positivism
  - Humanism and people-centered methods

Class 5 (Oct 7): Theory and explanation in geography II

Topics: Introduction to some theoretical perspectives (postcolonialism, Indigenous ontologies) and a consideration of how they each explain geographical phenomena.

Readings:
- Chapters 12 and 32 in Approaches to Human Geography:
  - Postcolonialism
  - Research is theft: Environmental inquiry in a postcolonial world

**Class 6 (Oct 14): Theory and explanation in geography III**

Topics: TBA

**Class 7 (Oct 21): Diversity and confluence in physical and human geography**

Topics: Consider how physical and human geography work together or are at odds with one another. Focus on the philosophical and theoretical aspects of this debate. How is knowledge production political?

Readings:
- Johnson, S. “Get rid of Geography Departments” (2012 – GEOLOG 41(1). One response to “Get rid of…”

**Part III – Concepts in Geography**

**Class 8 (Oct 28): Student facilitated seminar topic TBA**

**Class 9 (Nov 4): Student facilitated seminar topic TBA**

**Class 10 (Nov 11): Student facilitated seminar topic TBA**
**Class 11 (Nov 18): Student facilitated seminar topic TBA**

*Conclusion*

**Class 12 (Nov 25): Conclusions: Responsibility, ethics and academic practice**

Readings: TBA based on students' interest.

Potential topics include:
- Ethical challenges and controversies
- Citation politics
- Relevance and application – connecting theory to practice
- Academic culture

**Additional Information**

*Disclaimer:* Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [hyperlink to the website] and circulated by email.

*Illness:* The University will not require verification of illness (doctor's notes) for the fall 2021 semester.

*Copies of assignments:* Please 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 Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or refer to the [SAS website](https://sas.uoguelph.ca/).

*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 Regulations regarding Academic Misconduct are detailed in the Graduate 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 Calendar is the source of information about the University of Guelph’s procedures, policies and regulations which apply to all graduate programs.