

Territorial Acknowledgment

The University of Guelph resides on the treaty lands and territory of the Mississaugas of the Credit, lands long cared for by Anishinaabe, Haudenosaunee, and Attawandaron peoples. We also recognize the Dish with One Spoon Covenant. This acknowledgement of the land where we live, learn and work is our declaration of our collective responsibility to care for this place and one another, and to respect the histories, rights, and presence of all First Nations, Métis and Inuit who live here today.

Course Meetings

Fall 2023
Wednesdays 11:30am-2:20pm

Instructor

Dr. Noella Gray (pronouns: she/her)
grayn@uoguelph.ca

*Please note that this course runs for two semesters, F23 and W24. While this syllabus is for the F23 semester, the learning outcomes cover both semesters, and several activities and assessments are designed to build across both semesters.

Course Description

You are taking this course because it is one requirement for the completion of a PhD – a Doctor of Philosophy – in geography. What does it mean to be a doctor of geographical philosophy? By the end of this course, and your degree, you will have developed your own answer to this question. Geography is a wide-ranging discipline, including human geography, physical geography, and techniques (GIS and remote sensing). What it means to be a geographer – to produce geographical knowledge grounded in philosophy – varies across these sub-disciplines, as well as within them. This makes the discipline of geography exciting and rich, as well as fragmented and often difficult to define.

The course is designed to support inquiry into both the philosophical and pragmatic aspects of geographical knowledge production. In the Fall semester, we will focus more on the philosophical aspects, though with some consideration for timely practical matters. This course does not offer an exhaustive survey of all philosophical approaches and concepts used within the discipline, nor does it provide a comprehensive review of the history of geographical thought. Rather, it seeks to provide students with the tools needed to understand, explain and

evaluate the ways in which geographical knowledge is produced, in order to become geographical knowledge producers themselves.

Course Learning Outcomes

At the end of this course (F23 semester) 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. Explain and evaluate the ways in which knowledge is produced within the discipline of geography, considering ontological, epistemological, methodological, ethical, and practical aspects; and
5. Participate in and facilitate collaborative, productive discussions of geographic thought, with a focus on discussion across sub-disciplines.

These course learning outcomes will be fulfilled through a combination of:

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

Course Format

Class will be conducted in seminar format; students are expected to attend all classes and to come prepared to participate actively in each class. If you will be unable to participate in a class, please communicate with the instructor about this as soon as possible. Repeated absences will make it difficult to be successful in the course.

Text Books and Required Readings

All required readings will be made available through CourseLink.

Course Requirements/Grade

Note that because GEOG*6100 is a full year (1.0 credit) course, you are not assigned a grade until the end of the Winter 2024 semester. At the end of Fall 2023, you will receive a grade of in-progress (INP) on your transcript. Your final grade for GEOG*6100 will be based on the work submitted in the fall as well as in Winter 2024. Half of your grade (50%) comes from

assignments completed in the Fall (see below), and half of your grade will come from assignments completed in the Winter.

Details for all assignments listed below will be distributed separately.

Description	Due Date* (Learning Objectives)	Percentage of overall grade
Participation	Weeks 1-12 (see guidelines for details) (all Learning Outcomes)	25%
Viewpoint paper	Nov. 3 (Learning Outcomes 1, 2, 4)	15%
Critical Review Paper and Peer Review	Oct. 6: Topic Selection Nov. 10: Initial Bibliography Dec. 1: Annotated Bibliography Winter 2024: Polished Draft Peer Review Final Paper (Learning Outcomes 2, 3, 4)	10% for Annotated Bibliography

*Extensions are often available if you cannot meet a due date. Please talk to the instructor in such cases, ideally before the due date. Late policies will be noted for each assignment individually. Generally, I would rather work with you to find a solution to any challenges in meeting deadlines, rather than impose a late penalty.

Course Communication

[Courselink](#) (online platform) will be used to: share all assigned readings; submit assignments and receive feedback on these assignments; and engage in online class discussions. Remember to check content on Courselink regularly. Please also check your UoGuelph.ca e-mail address regularly because that is how I will communicate with you when necessary.

Course Schedule

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

Week and Date	Topic and Activities	Readings and Due Dates
1 – Sept. 13	<p>Introductions, Overview, Course Approach</p> <p><i>Review course outline and assignment descriptions</i></p>	<p>Cresswell 2013, Ch.1 Liboiron 2020 McCormick and Kahn 1981</p>
2 – Sept. 20	<p>Scholarships and Grants; Literature Searches</p> <p><i>Complete a draft of your NSERC/SSHRC proposal and bring to class</i></p> <p><i>Guest: Nancy Birch, Library</i></p>	<p>Kelsky 2015, Ch. 51 & 52 Solís 2009</p>
3 – Sept. 27	<p>Geography's Traditions</p> <p><i>Complete discussion post</i></p>	<p>Blunt 2009 Johnston 2009 Richards 2009 Sui 2004</p>
4 – Oct. 4	<p>Philosophical Foundations and Debates → Humanism and (vs?) Positivism</p> <p><i>Complete discussion post, fill in philosophy chart</i></p>	<p>Cresswell 2013, Ch. 5 & 6 Fotheringham 2006 Rodaway 2006</p> <p>Topic Selection Due Oct 6th</p>
5 – Oct. 11	<p>Philosophical Approaches (student topic choice)</p> <p><i>Complete discussion post, fill in philosophy chart. Discussion posts due Wed 9am</i></p>	<p>Readings TBD</p>
6 – Oct. 18	<p>Indigenous ontologies and Indigenous philosophy in geographic research</p> <p><i>Complete discussion post</i></p>	<p>Hunt 2014 Larsen and Johnson 2012 Mulrennan 2020 Reid and Sieber 2020 Todd 2016 Watson 2013</p>
7 – Oct. 25	<p>Geography and its Exclusions</p> <p><i>Complete discussion post</i></p>	<p>Cresswell Ch 13 Kincaid & Fritzsche 2022 McKittrick and Peake 2005 Müller 2021 Pulido 2002</p>

		Schurr et al 2020
8 – Nov. 1	<p>Whither geography? Coming together or coming apart</p> <p><i>Read Johnson, S. "Get rid of Geography Departments" (2012 – GEOLOG 41(1) plus responses on CourseLink.</i></p> <p><i>Complete discussion post.</i></p>	<p>Cox 2006 Frazier and Wikle 2017 Viles 2005 Yeh 2016</p> <p>Viewpoint paper due Nov 3rd</p>
9 – Nov. 8	<p>PhD program planning and advising</p> <p><i>Review the Individual Development Plan (see CourseLink) – complete Step 1 – "Assess Your Skills" and Appendix A – "Clarifying expectations: worksheet"</i></p>	<p>Berdahl and Malloy Ch.1 & 8 (p.157-173) Calarco 2020, Ch.2 Malik 2021 Sverdlik et al. 2018</p> <p>Initial Bibliography Due Nov 10th</p>
10 – Nov. 15	<p>Key concepts – student-led seminar (student topic choice)</p> <p><i>Complete discussion post if not leading</i></p>	Readings TBD
11 – Nov. 22	<p>Key concepts – student-led seminar (student topic choice)</p> <p><i>Complete discussion post if not leading</i></p>	Readings TBD
12 – Nov. 29	<p>Conclusions</p> <p><i>Complete discussion post</i></p>	<p>Bauder 2006 Dombroski et al. 2018</p> <p>Annotated Bibliography Due Dec 1st</p>

Readings

- Bauder, H. 2006. Learning to Become a Geographer: Reproduction and Transformation in Academia. *Antipode*, 38: 671-679.
- Berdahl, L. and J. Malloy. 2018. *Work Your Career: Get What You Want from Your Social Sciences or Humanities PhD*. University of Toronto Press.
- Blunt, A. 2009. Geography and the Humanities Tradition. In *Key Concepts in Geography*, eds. N. Clifford, S. Holloway, S.P. Rice, and G. Valentine, 66-82. London: Sage.
- Calarco, J.M. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. Princeton University Press.

- Cox, Kevin R. 2006. Physical Geography and the Geographic Thought Course. *Journal of Geography in Higher Education*, 30:3, 373-388.
- Cresswell, T. 2013. *Geographic Thought: A Critical Introduction*. Malden, MA: Wiley-Blackwell
- Dombroski, Kelly, Alison F. Watkins, Helen Fitt, Jillian Frater, Karen Banwell, Kierin Mackenzie, Levi Mutambo, Kerryn Hawke, Frans Persend, Jasna Turković, Su Young Ko & Deirdre Hart. 2018. Journeying from “I” to “we”: assembling hybrid caring collectives of geography doctoral scholars, *Journal of Geography in Higher Education*, 42:1, 80-93,
- Fotheringham, A. Stewart. 2006. Quantification, Evidence and Positivism. In *Approaches to Human Geography*, eds. S. Aitken and G. Valentine, 237-249.
- Frazier, Amy E. & Wikle, Thomas A. 2017. Renaming and Rebranding within U.S. and Canadian Geography Departments, 1990–2014, *The Professional Geographer*, 69:1, 12-21.
- Hunt, S. 2014. Ontologies of Indigeneity: the politics of embodying a concept. *Cultural Geographies*, 21(1), 27–32.
- Johnston, R. 2009. Geography and the Social Science Tradition. In *Key Concepts in Geography*, eds. N. Clifford, S. Holloway, S.P. Rice, and G. Valentine, 46-65. London: Sage.
- Kelsky, K. 2015. *The Professor Is In: The Essential Guide to Turning Your Ph.D. Into a Job*. Crown.
- Kinkaid, Eden & Fritzsche, Lauren. (2022) The Stories We Tell: Challenging Exclusionary Histories of Geography in U.S. Graduate Curriculum. *Annals of the American Association of Geographers*, 112:8, 2469-2485
- Soren C. Larsen & Jay T. Johnson. 2012. In between worlds: place, experience, and research in Indigenous geography. *Journal of Cultural Geography*, 29:1, 1-13.
- Liboiron, M. (2020). Exchanging. In *Transmissions: Critical Tactics for Making and Communicating Research*, ed. K. Jungnickel, 89-107. Cambridge, MA: MIT Press.
- Malik, T.B. 2021. Graduate Students Should Seek Multiple Mentors. Inside Higher Ed. Downloaded from: <https://www.insidehighered.com/advice/2021/11/15/benefits-phds-having-multiple-mentors-opinion>
- McCormick, D., & Kahn, M. (1982). Barn raising: Collaborative group process in seminars. *EXCHANGE: The Organizational Behavior Teaching Journal*, 7(4), 16-20
- McKittrick, K., and L. Peake. 2005. What difference does difference make to geography. In *Questioning geography: Fundamental debates*, eds. N. Castree, A. Rogers, and D. Sherman, 39–54. Oxford, UK: Wiley Blackwell.
- Müller, M. (2021). Worlding geography: From linguistic privilege to decolonial anywheres. *Progress in Human Geography*, 45(6), 1440–1466.
- Mulrennan, M. E. 2020. Do Landscapes Listen? Wemindji Eeyou Knowledge, Adaptation and Agency in the Context of Coastal Landscape Change. In *Landscapes and Landforms of Eastern Canada*, eds. O. Slaymaker and N. Catto, 543-556. Springer.
- Pulido, Laura. 2002. Reflections on a White Discipline, *The Professional Geographer*, 54:1, 42-49.
- Reid, G., & Sieber, R. (2020). Do geospatial ontologies perpetuate Indigenous assimilation? *Progress in Human Geography*, 44(2), 216–234.
- Richards, K. 2009. Geography and the Physical Science Tradition. In *Key Concepts in Geography*, eds. N. Clifford, S. Holloway, S.P. Rice, and G. Valentine, 21-45. London: Sage.

- Rodaway, P. 2006. Humanism and People-Centred Methods. In *Approaches to Human Geography*, eds. S. Aitken and G. Valentine, 263-272.
- Schurr, Carolin Müller, Martin & Imhof, Nadja. 2020. Who Makes Geographical Knowledge? The Gender of Geography's Gatekeepers. *The Professional Geographer*, 72:3, 317-331.
- Solís, Patricia. 2009. Preparing Competitive Research Grant Proposals. In *Aspiring Academics*, eds. M. Solem, K. Foote, and J. Monk, 139-166. Upper Saddle River, NJ: Pearson Prentice Hall.
- Sui, Daniel Z. (2004) GIS, Cartography, and the "Third Culture": Geographic Imaginations in the Computer Age, *The Professional Geographer*, 56:1, 62-72.
- Sverdlik, A., N.C. Hall, L. McAlpine, and K. Hubbard. 2018. The PhD Experience: A Review of the Factors Influencing Doctoral Students' Completion, Achievement, and Well-Being. *International Journal of Doctoral Studies* 13: 361-388.
- Todd, Z. 2016. An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism. *Journal of Historical Sociology* 29 (1), 4-22
- Viles, H. 2005. A Divided Discipline? In *Questioning Geography*, eds. N. Castree, A. Rogers and D. Sherman, 26-38. Malden, MA: Blackwell.
- Yeh, E. T. 2016. "How can experience of local residents be 'knowledge'?" Challenges in interdisciplinary climate change research. *Area*, 48(1), 34-40.
- Watson, A. 2013. Misunderstanding the "Nature" of Co-Management: A Geography of Regulatory Science and Indigenous Knowledges (IK). *Environmental Management* 52, 1085-1102.

Additional Information

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](#).

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.