

## **GEOG \*6100: GEOGRAPHIC SCHOLARSHIP AND RESEARCH II**

Dr Anna Stanley  
winter, 2025  
Tuesdays, 1:30-3:20pm  
Hutt 348

Office Hrs (Hutt 347): by appointment

### **Introduction and Course Overview:**

Part I of this course engaged the production of geographical knowledge as practiced across various subdisciplines of geography. Starting from the premise that geographical knowledge (like all knowledge) is “produced,” and ensuing knowledge claims contingent, we critically engaged concepts, models and measurement techniques central to how geographers have come to know and understand the world. We critically examined assumptions underpinning the above, based on critiques originating from across a range of different philosophical and theoretical starting points.

This semester, in Part II of the course we will continue to build on these insights as you develop your program of research and prepare for your qualifying exams. We will cover elements of research ethics and design, as well as practical and professional skills aimed at preparing you to meet scholarly and professional requirements of the PhD program.

### **Objectives:**

1. To delineate and summarize scholarly fields and research areas relevant to your research interests;
2. To identify, describe and critically assess the different components of a research proposal, including research questions/objectives and research design;
3. To identify ways to improve your academic writing skills and apply these strategies in your own writing;
4. To offer and respond to constructive peer review feedback; and
5. Identify and apply professional development strategies that are relevant both within and beyond academia

### **Course Format:**

We meet once a week for two hours. As before we will proceed through close reading and seminar style discussion, though the focus of our meetings will tend toward practical matters of

immediate relevance to your PhD program. Each meeting you will be expected to attend class prepared to discuss the readings with your peers.

### **Readings:**

Readings for this course consist mainly of journal articles and book chapters. Full bibliographic references for the readings are listed below. All required readings will be made available through the Ares/course link system at least 1 week in advance. We will also draw from time to time on course readings from last semester. This reading list (including Max Liboiron's *Pollution is Colonialism* (Duke, 2021)) will continue to be available to you via ARES.

### **Assignments:**

- **Participation and engagement:** (20%) throughout (includes weekly written submissions, in-class participation, advance preparation of seminar tasks, and critical review of GEOG seminars)
- **Critical Review Paper and peer review** (50%) multiple components, see below for due dates.
- **Scoping document** (10%)
  - **Draft** (ungraded) due: February 4
  - **Final** due: April 1
- **Research Proposal Presentation** (10%) due in-class, Week 11
- **Research Proposal, 2 pager** (10%) due April 1

\*\*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 2025 semester. At the end of Fall 2024, you received 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 2025. Half of your grade (50%) comes from assignments completed in the Fall, and half of your grade will come from assignments completed in the Winter.

1. Participation and engagement (20%). Your participation and engagement will be based on several components including:

- **Weekly written submissions.** Due midnight, prior to each seminar meeting. You will be expected to read materials and prepare questions and discussion points in advance of each meeting. These should be posted to the weekly discussion board, and will be visible to all students. Unless otherwise indicated, please post a minimum of 3 questions and/or discussion points AND at least one overall “take away”.
- **Advance preparation of seminar tasks.** You will also be expected to prepare specific tasks in advance of most seminars (for instance: prepare to present an assigned reading

in class). The task will differ week to week: please see the syllabus and separate “weekly participation activities” document for details. The purpose of these task will be to support our discussions and help you to prepare for each class. You will not be required to submit written materials.

- **Participation in class discussions.** As with last semester, we will spend most of our course meeting time in discussion. You are expected to come to class regularly, to have prepared readings and assigned materials in advance, and to participate in class discussions. Recall from last semester that participation involves making constructive contributions to discussions, listening to other people’s comments, thoughtfully engaging with their views, not interrupting, and letting other people express themselves. As a student in this course, you have a responsibility to your classmates to be prepared, to actively contribute to discussions and to be courteous and respectful; you also have a right to expect the same of them.
- **Attend and critique at least two departmental seminars.** (The seminar schedule will be posted to Course link and shared via departmental email). You will complete and submit a minimum of 2 ‘seminar worksheets’ (see course link assignments folder) for any two seminars.

## 2. Critical Review paper & peer review

Your paper will critically review a relevant body of geographical literature (relevant to your proposed research/research interests). Throughout the Fall semester, you completed several steps to prepare you to write the critical review paper (e.g., annotated bibliography). This semester (W25) you will complete the final steps of this assignment. Please see the assignment document for detailed description of the components of this assignment. This is just an overview.

- Paper outline (ungraded) due January 21<sup>st</sup>
- Draft paper for peer review, due February 25<sup>th</sup>
- Peer review (of one or more fellow students’ draft papers) 10% due March 11
- Final paper (with peer review addressed) 40% due March 18<sup>th</sup>

## 3. Research proposal:

In order to ensure you are making progress toward developing your ideas and plans for your proposed PhD research (a formal research proposal will be due to your committee in a subsequent semester) you will:

- Present an overview of your proposed research (10%) in class Week 11 (see proposal assignment document for details)
- Submit a written 2 page proposal (10%) due April 1 (see proposal assignment document for details).

#### 4. Scoping document:

Your scoping document, (which you will continue to develop following the end of this course) will form the basis of your Qualifying Exam and will need to be approved by your Advisory Committee. The purpose of this assignment is to ensure you are making progress toward developing your scoping document and preparing for your qualifying exams. This semester you will:

- Submit a first draft (ungraded) due February 4 (see the scoping assignment document for details)
- Submit a “final” draft scoping document (10%) due April 1 (see the scoping assignment document for details).

#### **Reading schedule:**

Full bibliographic references for the readings are provided below.

##### **Week 1 (January 7th): Introduction & Overview**

Course plan/Review of metaphysics, critique and knowledge/Critical review paper round-up

**Discussion:** Academic Careers & Building your Team

Readings: course syllabus/assignment guidelines; Berdahl & Malloy (2018: Ch.1); Calarco (2020: Ch.2); Malik (2021)

Review Graduate Calendar - Responsibilities of Advisors and Students

Review the Individual Development Plan (Course link) – complete Step 1 “Assess Your Skills” and Appendix A “Clarifying expectations – worksheet”

Due: Written submission; presentation of arguments (critical review)

##### **Week 2 (Jan 14): Academic Writing & Critical Reviews**

Readings: 2 from the critical review folder (see sign-up list); 1 critical review paper of your choice (from your field); Jensen (2017: Chs 2, 3,10, &11)

Optional resource; Graff et al.,(2018:Chs 1&2)

Due: Written submission; presentation of review articles

**Week 3 (Jan 21): Scoping Scholarly Fields and Research Areas/Qualifying Exams**

**QE panel: TBC**

Readings: Calarco (2020: Ch 4); Sarnecka (2019:115-129); Review departmental QE guidelines

Due: Written submission; Critical Review Paper outline

**Week 4 (Jan 28): Engaged Scholarship and Knowledge Mobilization**

**Panel Discussion:** Diana Lewis; Faisal Moola; Lindsey Thompson

Readings: Carpenter 2015; SSHRC KMB guidelines; Kovach 2018 (In Denzin & Lincoln 2018: Ch 9); Elena et al., 2018 (In Denzin & Lincoln 2018: Ch 22)

Due: Written Submission

**Week 5 (Feb 4): Research Ethics**

Readings: CBC/Leo (2024); Moseby (2013); Storylines CBC podcast Inside Brain School <https://www.cbc.ca/listen/live-radio/1-115-storylines/clip/16105745-inside-brain-school>

Due: Written submission; ethics issues presentation; draft scoping document

**Week 6 (Feb 11): Research Questions**

Readings: O'Leary (2004: Ch 3); White (2017: Chs1 &2)

Due: Written submission; Research question activity sheet

**Week X (Feb 18): NO CLASS: READING WEEK**

**Week 7 (Feb 25): Research Design**

Readings: Leavy (2017: Chs 5, 6 & 8 as assigned); Montello & Sutton (2013: Ch 8 as assigned); Leavy (2017: Ch 3 everyone)

Due: Written submission; Daft critical review paper; Present your chapter

**Week 8 (March 4): Peer Review/ Writing Room**

Readings: none

Due: nothing

**Week 9 (March 11): Research Proposals**

Readings: SSHRC materials; Anna's SSHRC proposal; Denscomb (2012: Chs 1&2); Watts (2006)

Due: Written submission; Peer review; Aims and objectives presentation

**Week 10 (March 18): No class, time in lieu**

Due: Critical review paper (final)

**Week 11(March 25): Proposal Presentations**

Due: Research proposal presentation

**Week 12 (April 1) Wrap-up**

Due: Research proposal 2 pager; Final draft of scoping document

## Required Readings & Additional Resources:

Berdahl, L. and J. Malloy. 2018. *Work Your Career: Get What You Want from Your Social Sciences or Humanities PhD*. University of Toronto Press.

CBC Storylines. 2024. Inside Brain School (podcast) <https://www.cbc.ca/listen/live-radio/1-115-storylines/clip/16105745-inside-brain-school>

Calarco, J.M. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. Princeton University Press.

Carpenter, S. 2015. Creative Disruptions: Critical Opportunities in Community Engaged Learning Keynote, Annual Community Engaged Learning Symposium, on April 7, 2015, at New College, University of Toronto.

Denscombe, M. 2012. *Research Proposals: A practical guide*. Open University Press. Chapters 1, 2

Dunleavy, P. 2003. *Authoring a Ph.D.: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Palgrave Macmillan.

Elena et al., 2018: Critical Participatory Action Research on State Violence: Bearing Wit(h)ness Across Fault Lines of Power, Privilege, and Dispossession. Chapter 22 in N.K. Denzin and Y.S. Lincoln (eds.), *The Sage Handbook of Qualitative Research*, 5th ed. London: Sage.

Graff, G., C. Birkenstein, and R. Durst. 2018. *They Say / I Say: The Moves That Matter in Academic Writing with Readings*. W.W. Norton & Company.

Jensen, J. 2017. *Write No Matter What: Advice for Academics*. University of Chicago Press

Kovach, M. 2018. Doing Indigenous Methodologies: A Letter to a Research Class. Pp. 383-417. in N.K. Denzin and Y.S. Lincoln (eds.), *The Sage Handbook of Qualitative Research*, 5<sup>th</sup> ed. London: Sage.

Leavy, P. 2017. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. London: Guilford Press. Chapters 3, 5, 6 & 8

Leo, J. 2024. No consequences' for violating human rights in privately funded research in Canada, says ethics expert. Toronto Star, December 2, 2024.

Mosbey, Ian. 2013. Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952. *Social History*, vol. XLVI (91) 145-172

Montello, D.R. and P.C. Sutton. 2013. An Introduction to Scientific Research Methods in Geography & Environmental Studies. London: Sage. Chapter 8

O'Leary, Z. 2004. *The Essential Guide to Doing Research*. London: Sage. Chapter 2

Sarnecka, B.W. 2019. *The Writing Workshop: Write More, Write Better, Be Happier in Academia*. (n.p.): Author.

Silvia, P.J. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. American Psychological Association.

Watts, M. 2001. The holy grail: In pursuit of the dissertation proposal. Downloaded from: <https://dusk.geo.orst.edu/prosem/PDFs/InPursuitofPhD.pdf>

White, P. 2017. *Developing Research Questions*. Bloomsbury. Chapters 1 &2

### **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. The Academic Misconduct Policy is detailed in the Graduate Calendar:

<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/>

If you are confused about how to attribute sources (or have any other questions related to referencing or plagiarism), please feel free to see me for assistance. For tips and resources on referencing and writing, see:

<https://www.lib.uoguelph.ca/writing-studying/writing-resources-workshops/citation-bibliography-resources-style-guides/>

### **Standard Course/Department Policies**



### 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. \*Please also check Course link regularly, as this will be used to distribute course materials.

### 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 instructor in writing (by email) as soon as possible. See the graduate calendar for information on regulations and procedures for Academic Consideration:

<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academic-consideration/>

### Drop Date

The last date to drop one-semester courses, without academic penalty, is **November 29, 2024**. Refer to the Graduate Calendar for the schedule of dates.

### 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 Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or see the website:

<https://wellness.uoguelph.ca/accessibility/>

### Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

### Resources

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs:

<https://calendar.uoguelph.ca/graduate-calendar/>

Most importantly, if you have any questions or concerns, please let the instructor know!