

GEOG*6100 – Geographical Scholarship and Research Part II

DRAFT – SUBJECT TO CHANGE

The University of Guelph resides on the treaty lands and territory of the Mississaugas of the Credit, lands long cared for by Anishinaabe and Haudenosaunee peoples. Our acknowledgement of the land where we learn and work is our declaration of our collective responsibility to this place and its peoples' histories, rights, and presence.

Winter 2024

Wednesdays, 2:30 – 4:20pm

Instructor: Noella Gray
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Please e-mail to schedule meetings

Course Description and Learning Outcomes

Part 2 (winter semester) of GEOG*6100 is designed to provide support to students in their ongoing scholarly and professional development. This includes supporting students as they prepare for subsequent components of the PhD program, such as the qualifying examination and research proposal, as well as support for development of related academic and professional skills. Discussions and assignments will tend toward practical matters of immediate relevance to your PhD program. At the same time, we will leverage these conversations and assignments to address broader questions about how to build meaningful careers within and beyond academia. We will organize around five primary learning outcomes.

By the end of this course, you will be able to:

1. Delineate and summarize scholarly fields and research areas relevant to your research interests;
2. Identify, describe and critically assess the different components of a research proposal, including research questions/objectives, research design, and methods;
3. Identify ways to improve your academic writing skills and apply these strategies in your own writing;
4. 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

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.

Course Assignments

*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 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 2024 (as detailed below). Details for all assignments listed below will be distributed separately.

Description	Due Date	Percentage of overall grade
Fall 2023 Assignments	Already completed	50%
Critical Review Paper and Peer Review	Paper Outline: January 19 th Draft Paper: February 9 th Peer Reviews: February 26 th Final Paper: March 9 th	25%, including: 5% peer reviews 20% final paper
Participation: weekly participation in class discussions, including preparatory activities and some facilitation/ presentation	Weeks 1-12	10%
Dissertation research proposal – presentation	March 27 th	5%
Dissertation research proposal – ‘two-pager’	April 5 th	5%
Scoping document	Draft: March 22 nd Final: April 5 th	5%

Course Communication

We will use Courselink (the UofG course management system) to share all assigned readings, submit assignments and share feedback on these assignments, and to engage in online class discussions. Please check both Courselink and your @uoguelph.ca email address regularly (at minimum, each weekday), as all relevant course information will be shared using these tools.

Course Topics and Schedule

Week	Topic and Activities
1 (Jan 10)	Course Introduction and (Critical) Review Papers Read: Baumeister and Leary, Bourhis, Grant et al.
2 (Jan 17)	Academic Writing Read: Dunleavy Ch.5, Graff et al. Ch.1-2, Jensen Ch. 2, 3, 10, 11, and Silvia Ch.3 Plus: Review videos and resources re “Writing the Literature Review” in Brain Food Workshops (see Courselink for instructions) <i>Critical Review Paper Outline due January 20th (Dropbox). Please send a copy to your advisor as well.</i>
3 (Jan 24)	Scoping Scholarly Fields and Research Areas; Qualifying Exams Read: Calarco Ch.4, Sarnecka pp.115-129
4 (Jan 31)	Publishing and the Peer Review Process Read: Calarco Ch.8 and Jensen Ch.13, 21
5 (Feb 7)	Knowledge Mobilization and Engaged Research <i>Critical Review Draft Papers due Feb. 10th (Dropbox and email to your peers)</i>
6 (Feb 14)	Research Questions Read: O’Leary Ch. 3 plus choose 2 of the following: <ul style="list-style-type: none"> ○ Gustaffson and Hagstrom 2018 ○ Vandenbroucke and Pearce 2018 ○ Alvesson and Sandberg 2011 ○ Agee 2009
(Feb 21)	WINTER BREAK – NO CLASS
7 (Feb 28)	Research Proposals Read: Denscombe Ch.1-2, Watts <i>Peer Reviews due Feb. 27th (email to your peers, cc instructor)</i>
8 (Mar 7)	Research Design – Student Presentations – these will be online (using Teams) Read: Your assigned chapters from Leavy, Kovach, and/or Montello & Sutton

Week	Topic and Activities
	<i>Critical Review Final Papers due March 10th</i>
9 (Mar 14)	Doing Fieldwork Readings TBD
10 (Mar 21)	Networking and Conferences Read Berdahl Ch.7, Calarco Ch.10, Seltzer Ch.5, plus other short resources on CourseLink <i>Draft Scoping Document due March 20th. Please send copy to your advisor as well.</i>
11 (March 28)	Sharing Research Proposals <i>Presentation of dissertation proposal during class</i>
12 (Apr 4)	Academic CVs, Publishing, and Career Planning Read Calarco Ch. 11, p302-328 and Appendix A and B, and Kelsky Ch. 4, 6, 7, 14, and 24. <i>Final Scoping Document and Dissertation Proposal Due April 10th</i>

Text Books and Required Readings

There is no required textbook for this course. All required readings for the class will be posted on CourseLink at least one week ahead of time. Students are expected to complete all assigned readings prior to class and to come to class prepared to share questions and reflections inspired by the readings. In addition, it is expected that students will undertake significant independent reading as they work toward completing the course assignments.

Required Readings will be drawn from the following sources (plus others):

Agee, J. 2009. Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education*, 22(4): 431-447.

Alvesson, M. and J. Sandberg. 2011. Generating Research Questions through Problematization. *Academy of Management Review* 36(2): 247-271.

Baumeister, R.F. and M.R. Leary. 1997. Writing Narrative Literature Reviews. *Review of General Psychology* 1(3): 311-320.

- Berdahl, L. and J. Malloy. 2018. *Work Your Career: Get What You Want from Your Social Sciences or Humanities PhD*. University of Toronto Press.
- Bourhis, J. 2018. Narrative Literature Review. Pp. 1076-1077 in M. Allen (Ed.), *The SAGE Encyclopedia of Communication Research Methods*. Thousand Oaks: Sage.
- Calarco, J.M. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. Princeton University Press.
- Denscombe, M. 2012. *Research Proposals: A practical guide*. Open University Press.
- Dunleavy, P. 2003. *Authoring a Ph.D.: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Palgrave Macmillan.
- 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.
- Grant, M.J. et al. 2009. A typology of reviews: an analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal* 26: 91–108.
- Gustafsson, Karl and Linus Hagström. 2018. What is the point? Teaching graduate students how to construct political science research puzzles. *European Political Science* 17: 634-648.
- Jensen, J. 2017. *Write No Matter What: Advice for Academics*. University of Chicago Press
- Kelsky, K. 2015. *The Professor Is In: The Essential Guide to Turning Your Ph.D. Into a Job*. Crown.
- 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*, 5th ed. London: Sage.
- Leavy, P. 2017. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. London: Guilford Press.
- Locke, L.F., W.W. Spirduso, and S.J. Silverman. *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*. London: Sage.
- Montello, D.R. and P.C. Sutton. 2013. *An Introduction to Scientific Research Methods in Geography & Environmental Studies*. London: Sage.
- O’Leary, Z. 2004. *The Essential Guide to Doing Research*. London: Sage.

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

Seltzer, R. 2015. *The Coach's Guide for Women Professors Who Want a Successful Career and a Well-Balanced Life*. Stylus Publishing.

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

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.

Vandenbroucke, J.P. and N. Pearce. 2018. From ideas to studies: how to get ideas and sharpen them into research questions. *Clinical Epidemiology* 10: 253-264.

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

Course Policies and Additional Information

Email 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.

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 in writing. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. Details regarding [registration changes](#) are available in the Graduate 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 promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

More information: www.uoguelph.ca/sas

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 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 Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.