GEOG*2260: APPLIED HUMAN GEOGRAPHY – Winter 2019
DRAFT SYLLABUS: PROVISIONAL

Dr Anna Stanley

Lectures: Tuesdays & Thursdays 11:30-12:50pm
Location: MCKN 121

Labs (HUTT 240B): Wednesday 10:30am-12:20am
Thursday 7:00pm-8:50pm
Friday 8:30-10:20am (NOTE: ALL LABS BEGIN WEEK 2)

Office Hours (347 HUTT): I am normally in my office Tuesday, Wednesday, and Thursday. If my door is open, I am available to meet, or you can make an appointment
Email: asta@uoguelph.ca

Teaching Assistants: Alisa Nguyen anguye17@uoguelph.ca
Lisa Ashton lashton@uoguelph.ca

Introduction & Course Overview:
Human Geography is an increasingly important, interdisciplinary field that examines the complexities of environment-society relations. Human geographers work at the intersection of fields like ecology, anthropology, politics, economy and sociology and investigate a diverse range of important topics including for instance climate change, food security, city life, environmental justice, resource rights, community livelihood, and environmental sustainability. Their research draws on a wide range of insights and methodological practices from what might appear to be very diverse fields. This course is designed as an applied, practical introduction to qualitative research in human geography, and aims to expose students to the basic elements of research design, research methods, field-work and critical thinking in the field. Through a combination of fieldwork, hands on exercises, lectures, and a group research project we will: consider how to craft and operationalize a research question; critically explore a range of qualitative data gathering and analytical techniques; and reflect on some of the theoretical assumptions, approaches, and issues that underwrite geographical research and knowledge production.

Course Aims & Learning Objectives:
The focus of this course is on qualitative research in human geography (though we will briefly engage some of the basics of quantitative research), and uses a combination of experiential, field based, and community engaged approaches to advance course aims and leaning objectives. This course aims to: (1) familiarize students with the methods and techniques used in human geography, as well as their limitations; (2) develop a basic set of skills with which to conduct geographical research; (3) promote thoughtful, critical, evidence based engagement with
geographical issues and problems; (4) develop the ability to critically evaluate geographical research, arguments and information; and (5) develop an understanding of community engaged research and scholarship in which the imperatives for research are grounded the realities of communities. More specifically, upon completion of the course it is expected that students should have gained the ability to:

- craft and operationalize a research question
- make informed choices about research design and development
- Understand the distinctions between qualitative and quantitative research
- design an environmental research project
- understand and incorporate ethical concerns and responsibilities into research
- understand and address positionality in the research process
- identify and critically evaluate different primary data gathering techniques
- identify and critically evaluate different techniques for analysing and interpreting data
- conduct basic fieldwork
- understand the relationship between evidence and argument
- critically assess the strengths and limitations of geographical research
- critically evaluate geographical arguments and information
- write a research proposal
- clearly and concisely communicate research results in oral and written form

**Course Structure & Format:**
This course culminates in the completion of a group research project in which each group is required to design and conduct primary research on geographical topic related to food security in the Guelph area. As a class we will be learning about community engaged research and scholarship and will be engaging with community partners in our research. In the context of your group project this means that your research topic **will need to be grounded in the concrete concerns, priorities and issues raised by our community partner organizations** who are working on the front lines of food access and food security in the city of Guelph. The course structure and lecture content have been designed to complement this “hands-on” community engaged approach and facilitate student progression through the development of this research project. Your research project begins with a series of field trips and guest lectures where you will engage with community partners and complete a field trip reflection assignment based on your experience. More details on this assignment can be found in the assignment sheet, and will be discussed in detail in your assigned lab. The reflection assignment is designed to help you ground your group research topic in community priorities (as identified by partner organizations) and develop a research proposal. Your group will then use this proposal to develop a research project that you will present as a poster (and discuss orally) in class and in a final written report. Lectures, in class activities, readings and weekly 2 hour labs are meant to support the skills you will need as well as complement and contextualize the skills you will develop. As we move through the course, readings, lecture materials, and course activities will deepen your practical “hands-on” engagement by exposing you to a series of contextual, methodological and theoretical questions related the practice of geographical research.
This course is also designed to incorporate class discussion directly into the lectures and labs. At times you will be asked to discuss and share your understandings of the assigned readings, as well as to describe and evaluate arguments and insights contained in them. Each meeting you will be expected to attend class prepared to discuss the readings with your peers. You will be expected to attend all lectures and participate in in-class activities. This is your class and I want you to get as much out of these meetings as possible. Please feel free to raise questions and topics for discussion, and contribute your understanding of course themes, arguments, concepts and connections during the discussion. Participation also involves listening to other people’s comments, thoughtfully engaging with their views, not interrupting, and letting other people express themselves. There is a distinction between contributing to discussion (where your comments build off of others’ comments, generate further discussion, and contribute overall to the class achieving a more comprehensive understanding of the issues) and making self-serving or arrogant comments that embarrass others and shut down lines of communication. The purpose of class discussion and in-class activities is that we learn from each other and come to a deeper understanding of the topics and issues pursued in the class. 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.

Assignments:

1. **Consultation meetings** (15%).
   Over the course of developing and operationalizing your group project your group will meet 5 times with your TA during scheduled lab times to present your group’s progress to date and discuss any issues you are facing in your research. Please see the course schedule below for scheduled time. Each meeting will be 15 minutes approximately, and you will be expected to prepare an outline of your progress and identify challenges you are facing. Students will be assigned an individual grade for their preparedness, organization and participation in these group consultations. Each meeting will have an assigned agenda (e.g.: research design) that you must come prepared to address.

2. **Field Trip Reflection** (20%). Due Monday February 4, 5pm by course link (5-7pgs double spaced)
   This is an independent written assignment based on the two field trips and in class presentation by community partner. Field trips are mandatory and alternative assignments will only be permitted for extenuating circumstances. This assignment requires you to: (1) reflect on the insights and initiatives of community partners in relation to food security and food access in the Guelph region; (2) reflect on the importance of community engaged research on this topic; and (3) consider some of the issues and problematics identified by the community partners.

   Your reflection should address both field trips and the January 31 guest lecture. It must also engage insights from the guest lecture by colleagues from CESI on the importance of Community engaged research. The assignment is meant to help you (and eventually your
group) develop a research question and set of objectives that directly responds to issues, problems or needs connected to food security in the Guelph area identified by the partners.

3. Group Research Project (45%).
This assignment has 3 main components, please note the respective due dates for each component.

By the third week of class students will sign up (or be assigned) to a group of no more than 5 students. Students who have not signed up so will be randomly assigned to groups by the start of their week 3 Lab. In your groups you will reflect on your field trip experiences and insights of community partners to complete a research proposal which will form the basis of your group research project. This project will require you to engage in primary research on a topic of your choice related to food access in Guelph that is grounded in the concerns, issues and priorities outlined by one or more of our partner organizations. The project cannot involve research with vulnerable populations (more on this in class). You will be required to design a credible research project, justify your choice of methods and design, collect, analyse primary data, and discuss and contextualize your findings in relation to the literature. Each group will present their project, and final results in a poster presentation to be displayed and discussed during an in- class symposium in which your peers and the community partner organizations will be in attendance, as well as in a final written report. Detailed instructions are provided in the assignment sheet and will be discussed in your assigned lab

A) Research proposal (10%) Due Feb 28
B) Poster presentation (10%) presented in class week 11 (March 26 &28)
C) Written report (25%) due April 3

*please note: at my discretion an adjustment may be applied to a student’s grade for the group work (up to ± 5 points). Students who fail to fulfil their commitments to the group will lose points, those whose contribution is outstanding (above and beyond the call of duty) will have points added. This will be determined through the peer and self assessment process (to be discussed in class). Students who do not participate in the group work or otherwise fail to contribute may receive a grade of zero.

4. Final Take home Exam (20%) Due by 5pm, on Course link April 11
The exam will cover course content covered during the semester.

Course Textbook:

Additional Required Readings: Peer reviewed journal articles and other materials will be made available on the GEOG 2260 course link page.

Lecture & Lab Schedule:
### Week 1 (January 8 & 10)
**Tuesday:** Course Overview & Introduction  
*No readings*

**Thursday:** Producing Geographical Knowledge & Research  
*Readings: Chapter 1*

**LABS:** No Labs this week.  
Use this time to begin the CORE Tutorial at:  
When complete, save and upload your certificate to course link. This is due Friday January 18th at 5pm.

### Week 2 (January 15 & 17)
**Tuesday:** Power & Positionality & Research Ethics  
*Readings: Chapters 2, 3 & 4*

**Thursday:** No Class Meeting  
Instead, use this time to **complete** the CORE certificate *(Note: assignments of students who have not submitted their certificate will not be accepted for grading.)*

**LABS:** Field Trip reflection assignment introduced & explained; Group selection process  
*CORE tutorial Due January 18*

### Week 3 (January 22 & 24)
**Tuesday:** Community Engaged Research (Guest Lecturers, CESI)

**Thursday:** Field Trip (Chalmers Centre)

**LABS:** No Labs this week. Group lists due to your LAB TA via email during lab time. Groups will be finalized by the end of the week.

### Week 4 (January 29 & 31)
**Tuesday:** Community Engagement Field Trip: Yorklands Greenhub

**Thursday:** Community Partner Presentation & Debrief *(guest lecture: Yorklands)*

**LABS:** Group Research Project & Project Proposal; Field trip de-brief & topic Brainstorming; First Group Meeting
**Week 5 (February 5 & 7)**

**Tuesday:** Research Design
- Qualitative and quantitative research
- Extensive and Intensive research
- The basics of sampling
- Data

*Readings: Chapter 6, Review Chapter 1*

**Thursday:** The Basics of Quantitative Research

*No Readings*

**LABS:** Proposal Writing Workshop (groups will workshop topics, questions, objectives)

*Fieldwork Reflection due MONDAY February 4 via course link by 5pm

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**Week 6 (February 12 & 14)**

**Tuesday:** Qualitative methods I
(Interviewing, Oral History, Focus Groups, & Questionnaires)

*Corresponding Readings: Chapters 8, 9, 10, 12*

**Thursday:** Qualitative methods II
(Archival Research, Visual Methods, New Media)

*Corresponding Readings: Chapters 11, 13 & 16*

**LABS:** Consultation Meeting 1

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**READING WEEK**

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**Week 7 (Feb 26 & Feb 28):**

**Tuesday:** Qualitative Methods III
(Case Studies, Observation, Participatory Action Research)

*Corresponding Readings: Chapters 7, 15, & 17*

**Thursday:** Analytic Methods I: Content Analysis

*Readings: Chapter 18*

**LABS:** Consultation Meeting 2

*Project Proposal Due Friday Feb 28, via course link by 5pm*

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**Week 8 (March 5 & 7):**

**Tuesday:** Analytic Methods II: Discourse Analysis
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<th>Readings: Chapter 14</th>
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<td><strong>Thursday:</strong> Analytic Methods III: Semiotics and Deconstructive Methods</td>
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<td><em>No readings</em></td>
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| **LABS:** Consultation Meeting 3 |

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<th><strong>Week 9 (March 12 &amp; 14)</strong></th>
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<td><strong>Tuesday:</strong> No class Scheduled: use this time to establish a preliminary bibliography/reading list: Bring the list to class on Thursday!</td>
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<td><strong>Thursday:</strong> Contextualizing Research: Literature &amp; The Lit Review (guest lecture-University Librarian Melanie Cassidy)</td>
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<td><em>No Readings</em></td>
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| **LABS:** Consultation Meeting 4 |

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<th><strong>Week 10 (March 19 &amp; 21)</strong></th>
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<td><strong>Tuesday:</strong> Report Writing</td>
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<td><em>Readings: Chapter 20</em></td>
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<td><strong>Thursday:</strong> No class scheduled: use this time to work on your final project</td>
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| **LABS:** Consultation Meeting 5 |

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<th><strong>Week 11 (March 26 &amp; 28):</strong></th>
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<td><strong>Tuesday:</strong> Symposium I (poster session)</td>
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<td><strong>Thursday:</strong> Symposium II (poster session)</td>
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| **LABS:** Project Report—drop in TA support |
**Week 12 (April 2 & 4):**

**Tuesday: No Class scheduled:** Use this time to complete your report. TAs will be available during class time for advice & support.

**Thursday:** Exam Review & Take-home exam posted

**LABS:** no labs this week.

*Final reports & peer/self evaluation forms due Wednesday April 3 via course link by 5pm.*

**NOTE:** You must return all hardcopy data/consent forms/questionnaires/recordings to your TA or instructor by Thursday April 4. Each group must also email their LAB TA by April 4 confirming you have destroyed (and scrubbed) all electronic data. Reports will remain un-graded until this is complete.

**Take home EXAM Due April 11, 5pm (course link)**

**Additional Resources you May Find Useful:**
This is an excellent (but advanced) text designed specifically for research in environmental studies. It is most appropriate for a senior undergraduate or graduate level course, but you may find parts of it useful now or in the future.


The following are advanced resources that critically address theoretical and methodological questions related to research and are meant to supplement the material from the course text. You might find these helpful in this course or as you develop your research skills in later years.


For an excellent overview of different methods (qualitative and quantitative) and techniques used in human geography:

For a focused discussion of theory and methodology (theories of research) in relation to research techniques and design:


Course/ Department/ University policies

**Note Taking:** Students are responsible for taking their own notes during lectures. *Materials, such as power point slides, provided on course link are incomplete and are not intended to replace student notes.* I will not provide lecture material for missed lectures. Please coordinate with other students if you need notes for missed classes – a discussion board will be available on Courselink to facilitate student communication.

**Communication:** As per university regulations, all students are required to check their uoguelph e-mail account regularly: e-mail is the official route of communication between the University and its students. Please also check Course link regularly; important information will be made available here. For any questions related to course content or requirements, please use the discussion boards on Course link. For any individual/confidential concerns, please email your TA. If your TA cannot help you they will direct you to the instructor. I will respond to emails sent on weekdays within 24 hours; emails sent after 4pm Friday will be responded to on Monday. You are also welcome (and encouraged!) to visit the instructor during her office hours or to make an individual appointment with your TA.

**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 your TA in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration

**Late Policy:** late assignments will loose 5% per day they are late including weekends.

**In Lab consultations:** If you miss one of these activities you will receive a mark of zero unless the Instructor excuses you from the activity ahead of time due to extenuating circumstances. Without a valid reason, you will not be provided with an opportunity to make up this grade.

**Extensions** may be granted in certain circumstances, and will usually require the student to produce valid medical (doctor’s note) or personal (note from Counseling Services) documentation. Late assignments/exams will not be accepted once graded assignments have been returned officially to the class at large unless circumstances permit and alternative arrangements have been made.
**Copies of out-of-class assignments:** Keep paper and/or reliable electronic back-up copies of all out-of-class assignments (including those submitted on Courselink!): 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 CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or refer to the CSD 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 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.

**Drop Date:** The last date to drop one-semester courses, without academic penalty, is March 8. For [regulations and procedures for Dropping Courses](#).