

GPHY* 801 & 857*: Geography Research Seminar
Department of Geography and Planning, Queen's University
2022-2023

Land Acknowledgement: We will spend time this year learning about different perspectives on knowledge and research, in particular the importance of indigenous ways of knowing. We are doing this as visitors on the traditional lands of the Anishinaabe (Ah- nish-in-ah-bay) and Haudenosaunee (Ho-den-o-show-nee) people territory. We are grateful for the opportunity to live on and learn about these lands.

Course Description

This is a seminar course required of all graduate students in the M.A., M.Sc. and PhD programs in geography, in addition to their standard course load. The objective of this course is to introduce students to a range of research approaches and tools in the discipline of geography. The course also provides an opportunity for professional development and for the development of a thesis proposal. Full year, 0.5 credits.

Meeting time: Wednesdays starting at 2:30 p.m. - See attached schedule.

Place: E314 Mac Corry Hall

Department Seminars: Wednesdays at 3:30-5:00 (when scheduled)

Instructors

Dr. Dan Cohen (dan.cohen@queensu.ca)

Dr. Neal Scott (neal.scott@queensu.ca)

Main office: E208 Mackintosh-Corry Hall (613-533-2903)

Office hours: TBD

Intended Course Learning Objectives – at the end of this course you should be able to:

1. Know your graduate student peers and their research interests.
2. Articulate an appreciation of the interdisciplinary nature of Geography.
3. Situate your own research within the broader geographical tradition.
4. Identify the key elements of research design required to write and execute an effective research proposal

Course Requirements

All students are required to attend the professional development sessions as well as the department seminars. You also need to familiarize yourself with the many and varied opportunities offered through the School of Graduate Students – *Expanding Horizons: Academic and Professional Development* - <http://www.queensu.ca/exph/>

Course Evaluation

All assignments will be submitted online through OnQ. We have created an Assignment for each of these entries.

- A. Research Reflection Essays (3 @ 5% each = 15%) (these can include seminars at other universities, webinars of professional interest, and **ONE** of our Conversations. Other possibilities for seminars include: Biology, SNID, Environmental Studies, Surveillance Studies, Cultural Studies, etc. **Complete by March 15, 2022.**
- B. Critical Wikipedia/Encyclopedia Assignment (20%) (paper due **October 12, 2022**)

C. Research Proposal (60%)

- a. Problem Statement and Context Paper (15%) (due **December 12, 2022**)
- b. Fully Developed DRAFT Research Proposal (15%) (due **March 22,2022**)
- c. Final Research Proposal (25%) and Presentation (10%) (proposal due **April 5, 2022**, presentation due date TBD).

Weekly Schedule

	Fall Term
Sept 7	Organizational Meeting, Introductions, Logistics, Orientation material, Campus Tour (Food at the Grad Club after the tour)
Sept 14	<p style="text-align: center;">Sept. 15-16 RETREAT (see separate schedule)</p> <p style="text-align: center;">Training: Conversations on Decolonization (2:30-3:30) https://www.queensu.ca/hreo/education/equity-diversity-and-inclusion-pedagogy-and-practice-modules</p> <p style="text-align: center;">Visit to Agnes Art Gallery with Dr. Nasrin Himada to see the <i>Land Protectors</i> and <i>Fugitive Spaces</i> exhibits. 3:30</p>
Sept 21	<p style="text-align: center;">Visit to Manidoo Ogitigan (Spirit Garden) at Lake Ontario Park with designer Terence Radford.</p> <p style="text-align: center;">Reading: Tuck, E. & Yang, K.W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i> 1(1): pp.1-40 https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554</p>
Sept 28	<p style="text-align: center;"><u>SEMINAR 1</u></p> <p style="text-align: center;"><u>Speaker:</u> Dr. David McLagan, Assistant Professor. Departments of Geology and Geological Engineering & Environmental Studies, Queen's University</p> <p style="text-align: center;"><u>Title:</u> Mercury biogeochemistry in forest systems: chasing invisible threats across environmental media 3:30-5:00 pm, room MC D216</p>
Oct 5	<p style="text-align: center;">Being an effective TA: Karalyn McRae, Centre for Teaching and Learning (2:30-4:00)</p> <p style="text-align: center;">Student's Five-Minute Presentations on Critical Wikipedia/Encyclopedia Exercise (Papers due Oct. 12) 4:10-5:20</p>
Oct 12	READING WEEK and DEPT. MEETING – NO CLASS
Oct 19	DEPARTMENTAL MEETING – NO CLASS
Oct 26	<p style="text-align: center;">Library Workshop – Francine Berish (and friends) (Geospatial Data Librarian) (Open Government Librarian): 2:30 (Douglas Library Electronic Classroom TBC)</p>
Nov 2	<p style="text-align: center;"><u>SEMINAR II</u></p> <p style="text-align: center;"><u>Speaker:</u> Dr. Alkim Karaagac, QROF Postdoctoral Fellow, Department of Geography and Planning, Queen's University</p> <p style="text-align: center;"><u>Title:</u> 'Fixing' Debt in Urban Space: The work of state-led housing provision for low-income groups in Istanbul 3:30-5:00 pm, room MC D216</p>
Nov 9	DEPARTMENTAL MEETING – NO CLASS

Nov 16	<p align="center">Fieldwork in Geography: Logistical Considerations and Accountability Human Geography: Laura Jean Cameron Physical Geography: Chris Omelon</p>
Nov 23	<p align="center">SEMINAR III <u>Speaker:</u> Ilia Parshakov, Robert Gilbert Postdoctoral Fellow, Dept. of Geography and Planning <u>Title:</u> “UC-Change: using earth observation data of various spectral and spatial resolutions to map and monitor forest disturbance” 3:30-5:00 pm, room MC D216</p>
Nov 30	<p align="center">Discussion of the Discipline – Theoretical frameworks and experimental approaches Carolyn Prouse for Human Geography Neal Scott, Paul Treitz for Physical Geography Discussion of Proposals – questions (Due Dec. 12, 2022)</p>
Winter Term	
Jan 11	DEPARTMENTAL MEETING – NO CLASS
Jan 18	Mental Health and Wellness Student Wellness Services (Beth Blackett)
Jan 25	Writing Workshop/Discussion of Publishing Ian Garner, Writing Centre Melissa Lafreniere (TBC), Geography and Planning, Assoc. Editor, Arctic Science
Feb 1	Career Pathways for Geographers Career Services (Carole Morrison – contact) Workshop on Proposal Writing (1600-1720) Bring Draft of Proposal for Peer Discussion
Feb 8	DEPARTMENTAL MEETING – NO CLASS
Feb 15	<p align="center">SEMINAR IV <u>Speaker:</u> Heather Dorries, Centre for Indigenous Studies and Department of Geography and Planning 3:30-5:00 pm, room MC D216</p>
Feb 22	READING WEEK – NO CLASS
March 1	Meeting of the Minds – The Challenge of Integrative Research in Human and Physical Geography
March 8	DEPARTMENTAL MEETING – NO CLASS
March 15	<p align="center">SEMINAR V <u>Speaker:</u> Kesha Fevrier, Dept. of Geography and Planning, Queen’s University 3:30-5:00 pm, room MC D216</p>

March 22	Workshop on Proposal Writing Bring Draft of Proposal for Peer Discussion
March 29	Free time – talk prep/practice
April 5	FINAL PROPOSALS DUE
Date TBA	Graduate Student Conference (0900-1600) D214 Proposal Presentations (15 minutes; 10 minutes plus 5 for questions)

Recommended Texts (available in the Stauffer Library)

Couper, P., 2015. *A Student's Introduction to Geographical Thought – Theories, Philosophies, Methodologies*, Sage, London.

Northey, M., Draper, D., Knight, D.B., 2015. *Making Sense in Geography and Environmental Sciences - A Student's Guide to Research and Writing, 6th Edition*, Oxford University Press, Toronto.

Hay, I., Giles, P., 2015. *Communicating in Geography and the Environmental Sciences, 2nd Canadian Edition*, Oxford University Press, Don Mills, Ontario, Canada

Inken, R., Wilson, G., 2013. *Science, Philosophy and Physical Geography, 2nd Edition*, Routledge, Taylor and Francis, New York.

Livingston, D.N., 1992. *The Geographical Tradition – Episodes in the History of a Contested Enterprise*, Blackwell, Oxford, UK.

Livingston, D.N., 2003. *Putting Science in its Place – Geographies of Scientific Knowledge*, The University of Chicago Press, Chicago.

Montello, D.R., Sutton, P.C., 2013. *An Introduction to Scientific Research Methods in Geography and Environmental Studies, 2nd Edition*, Sage, London.

Nayak, A., Jeffrey, A. 2013. *Geographical Thought: An Introduction to Ideas in Human Geography*. London and New York: Routledge.

Kitchin R, Tate N J, 2000. *Conducting Research into Human Geography: Theory, Methodology and Practice*. London: Pearson Education, 7–8.

Other readings will be provided throughout the semester to accompany the different seminars. They will be posted in OnQ

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive.

Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities

<http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

For GPHY 801/857, citing of sources is often an issue. Be **sure** to cite all sources in all your work, whether it be sources of photographs, references for technical information, etc. Bibliographic format is somewhat flexible, but should be used consistently throughout a single piece of work.

Grading Method – mixed marking

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course
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	Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Technology

For this class, readings and other documents useful to the course will be uploaded to OnQ. All assignments will be submitted through OnQ.

Web Browsers

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>.

Copyright Information

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accommodation Statement

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Neal Scott, Dan Cohen

Instructor/Coordinator email address: neal.scott@queensu.ca, Dan.cohen@queensu.ca

Discussion Guidelines

University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.

Encourage others to develop and share their ideas.

ASSIGNMENT INFORMATION

Reflection Essay on an Academic Talks You Attended
(~500 words – Essay style)
(due one week after the seminar, submit to OnQ)
Complete by March 15th, 2022

Students will write a reflective piece (500 words) on **three** research seminars attended during the year. These will be reflective pieces from Department Research Seminars as well as research seminars from outside the Department (e.g., SNID, Environmental Studies, Policy Studies, etc.). These will be worth 15% of your final grade (5% each). One seminar must be from the departmental seminar series.

Information about the talk:

- Title, Name of the speaker(s), Date and location of the talk.
- Identify what the talk was about. (*approx. 2-4 sentences*)

The central controversy or question? (2-4 sentences)

- What is the central issue being addressed by the speaker(s)?

The most important point or central argument (there may be more than one).

- In your own words, provide a brief summary of what was the speaker's most important point or central argument? Include 1 to 3 important facts or items of evidence used by the speaker to support her/his case.

Address as many of the following points as possible:

- How did ideas in the talk connect with, support, or contradict information in other talks or articles you have come across?
- What aspect of the talk (assumptions, statements, data) did you find the most and/or the least persuasive?
- How does the talk match or contrast with your personal experience or knowledge of any of the themes or claims that the speaker made (or if necessary those of people/groups you know who may have had direct experience of the issue)?

Critical Wikipedia/Encyclopedia of Geography Assignment (individual assignment)

(MA/MSc~750 words; Ph.D.~1500 – Essay style)

Present to class Oct. 5th, paper due October 12th, 2022

By using Wikipedia - Geography as a launch pad (<https://en.wikipedia.org/wiki/Geography>), drill down to a division of geography to which you identify most based on your research interests (e.g., Geography/Human Geography/Economic Geography). Familiarize yourself with the material in Wikipedia by examining the material within this division of geography. Compare it to the scholarly material on the same subdivision in the *The International Encyclopedia of Geography: People, the Earth, Environment, and Technology*. (Richardson, D., Castree, N., Goodchild, M. F., Kobayashi, A. L., Liu, W., & Marston, R. A. (Eds.). (2017). John Wiley & Sons. You will need to access this Encyclopedia through the Queen's University Library <http://library.queensu.ca>.

PART I. Wikipedia Read and Critique

- a. Explain the philosophical premise from which this division of geography evolved (i.e., what are the underlying theories behind this division of geography).
- b. Identify the 'geographers' which are credited with defining and evolving this division of geography.
- c. Critically examine the benefits and deficiencies of the methodological approaches described in this division.
- d. Are there sufficient seminal references on this Wikipedia page to justify the division of geography?
- e. Read through at least two of the references provided and explain how these authors contribute to the arguments made on the Wikipedia page.
- f. Identify (i) evidence of bias, (ii) statements that seemed incorrect or were not cited, and (iii) the accuracy of the citations used to support statements on the page and areas that were missing.
- g. How would you go about improving the page outlining this division of geography?

PART II. Encyclopedia Compare and Contrast

- a. Now compare and contrast the Wikipedia page with the page in the *International Encyclopedia of Geography* (IEoG) entry.
- b. Identify the 'geographers' on this page that are credited with defining and evolving this division of geography.
- c. What ideas and methods are given more weight in the IEoG compared with the Wikipedia page?
- d. How would you go about improving the entry in IEoG outlining this division of geography?

PART III. Additional Resources

- a. Provide a list of further reading to build your knowledge in this subdivision.
 - a. Provide a list of key geography journals to consult in order to build your knowledge in this subdivision.
 - b. Consult your Supervisor for further suggestions for what to read in this subdivision.

Research Proposal (Final)
(~2500 words (MA/MSc) ~5000 words (PhD))
Due April 5th, 2022

The final research proposal should be approximately 8/16 pages double-spaced (2500/5000 words) for Masters and PhD candidates. In particular, the PhD candidates should follow the research proposal format described in the PhD Regulations. It should include the problem/rationale, a brief literature review (or conceptual framework), aims/objectives and research design sections. It should also include a section on the significance and contributions of the research to scholarship. Proposal structure and content may vary according to geographical realm and/or supervisor preferences so please be sure to work closely with your supervisor and/or committee in its development and articulation. **Students should commit time and energy to this particular assignment throughout the year.**

MA/MSc/PhD Regulations

<https://www.queensu.ca/geographyandplanning/mamscphd/graduate-student-handbook>

December 12, 2022:

Submit a 750 word (MA/MSc) / 1500 word (PhD) research statement through OnQ **and email to your supervisor for comment**. This submission should include: (i) a literature review that places your research in context; and (ii) a broad research problem statement which you hope to address. ***Please include the name of your supervisor(s) on your research statement.***

The research statement will assist students in identifying a research problem (forming the basis of their graduate thesis) and developing it in the context of existing geographical research. The research context and problem statement should be determined through regular meetings with supervisors or supervisory committees. Students should commit time and energy to this particular assignment throughout the semester. Guidelines for the research statement are as follows:

- Identify the research problem, why it matters, and how it connects to existing scholarship.
- Provide a structured summary of the state of knowledge in the research area, noting the main contributors, perspectives and approaches.
- Identify gaps in knowledge and understanding, and thus areas for further research.
- Explain the extent to which and how your research will take a geographical perspective.
- Ensure that the paper is argumentative/analytical rather than merely descriptive/summative.
- Ensure that the organization of thoughts is logical and coherent.
- Ensure that the writing style is clear, concise and compelling.
- Ensure that ideas expressed in the paper are referenced.
- Ensure pages are double-spaced, excluding references and appendices.

In-Class Peer Feedback Workshops and Draft Research Proposal: February 1st and March 22nd, 2022

On March 22nd, bring four copies of your draft research proposal to class for peer review.

Wednesday April 7, 2021

Submit a **final copy** of your fully developed draft research proposal through OnQ. **Also send a copy to your Supervisor for comment**. Please be sure to include your supervisor on your proposal.

Your final research proposal will be presented as part of a *Graduate Student Conference* to be held on a date TBD. Please submit a final copy of your presentation to OnQ, and provide to your supervisor. Include your supervisor's name on your proposal.