Geography 500A  
Geographical Research Approaches  
University of Victoria  
Fall 2018

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

**Instructor:** Reuben Rose-Redwood, Ph.D.  
**Office:** David Turpin Building, Room B354  
**Telephone:** (250)-721-7331  
**Email:** redwood@uvic.ca  
**Office hours:** Mondays and Thursdays, 10:00am-11:15am  
**Course time:** Mondays, 6:30-9:20pm  
**Course location:** David Turpin Building, Room B215

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**COURSE OVERVIEW**

GEOG 500A is a core graduate seminar that provides a foundation for geographical inquiry by examining different traditions, concepts, and themes of geographical scholarship. Over the course of the semester, we shall explore the history of geographical thought as well as key themes that span across the various subfields of the discipline. Students will write a research context paper that offers an in-depth literature review of their own area of interest and also collaborate together on a group film project. The overarching aim of the course is for students to engage with the diversity of research approaches in geography as well as develop the skills needed to effectively conduct advanced-level geographical research.

**PRIMARY COURSE OBJECTIVES**

- To explore the breadth of the discipline of geography by considering key themes that span across physical geography, human geography, human-environment interactions, and GIScience.

- To write a research context paper that provides an in-depth review of the literature in each student’s area of research specialization with an aim to identify gaps and potential research opportunities within the existing geographical literature.

- To collaborate on a group film project that brings together the insights of different subfields of geography.

**COURSE FORMAT**

The format for class sessions will be based upon a combination of group discussions, writing/video...
project workshops, guest lectures, and attendance of the departmental lecture series. Students will have the opportunity to co-lead at least one class discussion each semester over the course of the academic year. Each week, students are also expected to participate in a virtual discussion of the assigned readings using the CourseSpaces online management system.

**COURSE TEXTS**

There are no required texts for this course. All assigned readings will be posted on CourseSpaces (http://coursespaces.uvic.ca).

**COURSE ASSESSMENT**

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<th>Assignment</th>
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<tr>
<td>Research Context Paper</td>
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<tr>
<td>Research Context Presentation</td>
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<tr>
<td>Group Film Project</td>
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<tr>
<td>In-Class and Online Participation</td>
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<tr>
<td>Leader of Group Discussion</td>
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**Grading Scale**

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**ASSIGNMENTS**

*Research Context Paper & Presentation*

The aim of the research context paper is to give students the opportunity to explore one of the subfields of geography in greater depth by writing a literature review that situates the student’s research interests within the context of existing scholarship and identifies gaps in the literature that indicate potential research opportunities. The paper should be 15 pages, double-spaced, 12-pt font, and 2.54 cm margins (not including bibliography). This paper is not meant to be a research proposal, nor should it focus solely on past studies of the student’s specific study site. Rather, the context paper an opportunity to examine the broader literature of most relevance to the student’s area of research focus. Students should bring a hard copy of their paper outline to class on October 1 and a rough draft of the paper on October 29 for writing workshops. The final draft of the context paper should be submitted as a word document (docx file) to the course instructor via email (redwood@uvic.ca) by noon (12:00pm) on the last day of class (December 3). The last week of the semester will be devoted to student presentations of their research context papers and a screening of the group film project.

*Group Film Project*

The class as a whole will collectively work on a short digital film project that brings together the
insights of different subfields of geography. Topics will vary from year to year, but this semester students will create a short film about the Geography Department at UVic. At the beginning of the semester, the class will collectively decide how to structure the contents of the film and divide the labor of its production in an equitable manner. The film should be approx. 10 minutes in length and is due in class on November 26. (More details will be discussed in class.)

**In-Class and Online Participation**

**In-Class Participation**
Each week, students are expected to have completed the assigned reading before the class session and actively participate in seminar discussions. Attendance of GEOG 500A class sessions and the department’s lecture series is required, so please consult with me in advance if you plan to miss a class or lecture in the speaker series.

**Online Participation**
Each week, students are required to post brief, but thoughtful, comments and reactions to the assigned readings in the discussion forum on CourseSpaces (http://coursespaces.uvic.ca). The chief purpose of these online discussion postings is to spark dialogue outside of the classroom setting in preparation for our in-class discussions. Initial postings on the readings should be made by all students no later than 9pm the day before each class session. Students are also encouraged to reply to each others’ postings in addition to offering their own thoughts on the readings. These online postings are not expected to be polished pieces of writing; rather, the aim is to share some initial thoughts or questions about the readings that we will be discussing in class the following day. However, students are highly encouraged to move beyond surface-level statements, such as “I really liked reading #2.” If you liked a reading, explain why you liked it, what aspect of the author’s argument you found most compelling (or not), and so forth. Direct engagement with a few short quotations from the readings is often a useful way to structure your commentary.

**Co-Leader of Group Discussion**
Each student will have the opportunity to co-lead at least one class discussion each semester. Within the first week, students will use CourseSpaces to select which dates they shall co-lead the discussion. In preparation, it is highly recommended that you do the readings for your chosen week several weeks in advance. Each discussion leader group must submit the following by 5:00pm the day before the class session: (1) an outline of the discussion format (e.g., how you plan to structure the discussion), and (2) a list of at least 10 questions you plan to ask the class (e.g., keeping in mind that things don’t always go as planned!). Those leading the discussion should contribute to the CourseSpaces discussion forum online several days in advance to set the tone of the online discussion. At the beginning of class, the discussion leader(s) should start by providing a summary/critique of the readings (no more than 10 minutes) and then lead the discussion during the first half of the class session (approx. 1.5 hours). As the course instructor, I will also help guide the discussion and provide context for the readings.

**COURSE EXPERIENCE SURVEY (CES)**
Towards the end of the course, students will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall
program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

OFFICE HOURS

I will hold weekly office hours and I encourage each of you to come to my office hours to discuss the course or any other questions you have about your graduate studies. If you cannot attend my office hours, we can schedule a personal appointment for another time.

EMAIL

Send all email to me using the email address listed on the first page of the syllabus (redwood@uvic.ca). Please include the course number (GEOG 500A) in the email subject title. I will do my best to respond promptly to your questions.

UVIC’S ACADEMIC INTEGRITY POLICY

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members, and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research, and service. Any action that contravenes this standard, including misrepresentation, falsification, or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university’s standards are upheld in a fair and transparent fashion (http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcI.html).

PLIAGIARISM

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else’s work as your own without the use of proper citation or (b) paraphrasing another’s ideas without acknowledging the author’s work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link: http://www.uvic.ca/library/research/citation/plagiarism/index.php.

UVIC’S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations (https://www.uvic.ca/services/cal). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
UVIC POSITIVITY AND SAFETY STATEMENT

The University of Victoria is committed to promoting, providing, and protecting a positive and safe learning and working environment for all its members.

COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS

According to the university’s Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. A lecture constitutes an instructor’s intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor’s permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions please contact the Copyright Office.

A SELECTION OF RELEVANT GEOGRAPHY JOURNALS

General Journals

Applied Geography
Annals of the Association of American Geographers
Geo
Geoforum
GeoJournal
Geographical Review
Journal of Geography
Journal of Geography in Higher Education
Singapore Journal of Tropical Geography
The Canadian Geographer
The Professional Geographer
Transactions of the Institute of British Geographers

Physical Geography Journals

Arctic and Alpine Research
Atmosphere-Ocean
Atmospheric Environment
Boundary-Layer Meteorology
Bulletin of the American Meteorological Society
Climate Research
Climate Change
Earth Surface Processes and Landforms
Geoderma
Geografiska Annaler. Series A. Physical Geography
Geomorphology
Global Ecology and Biogeography
Global Environmental Change
Holocene
Hydrological Processes
International Journal of Climatology
Journal of Arid Environments
Journal of the Atmospheric Sciences
Journal of Biogeography
Journal of Climate
Journal of Climate and Applied Meteorology
Journal of Coastal Research
Journal of Glaciology
Journal of Hydrology
Journal of Quaternary Science
Meteorology and Atmospheric Physics
Monthly Weather Review
Palaeogeography, Palaeoclimatology, and Palaeoecology
Physical Geography
Progress in Physical Geography
Quarterly Journal of the Royal Meteorological Society
Quaternary Science Reviews
Theoretical and Applied Climatology
Weather
Weatherwise
World Meteorology Organization Bulletin

**Human Geography/Human-Environment Journals**

ACME: An International E-Journal of Critical Geographies
Antipode
Area
Cities
City
Coastal Management
Cultural Geographies
Dialogues in Human Geography
Ecology and Society
Economic Geography
Environment and Planning A
Environment and Planning B: Planning and Design
Environment and Planning C: Government and Policy
Environment and Planning D: Society and Space
Environmental Conservation
Environmental History
Environmental Management
Ethics, Place & Culture
Gender, Place and Culture
Geografiska Annaler: Series B, Human Geography
Growth and Change
Health and Place
Human Geography: A New Radical Journal
International Journal of Population Geography
International Journal of Urban and Regional Research
Journal of Cultural Geography
Journal of Historical Geography
Journal of Political Ecology
Journal of Rural Studies
Journal of Transport Geography
Local Environment
Ocean and Coastal Management
Political Geography
Population, Space and Place
Progress in Human Geography
Regional Studies
Social Geography
Social and Cultural Geography
Social Science and Medicine D: Medical Geography
Space and Culture
Tourism Geographies
Tourism Management
Urban Geography
Urban Studies
Waste Management
Water Resources Management
Water Resources Research

GIScience, Spatial Analysis, & Remote Sensing Journals

Acta Cartographica
Canadian Journal of Remote Sensing
Cartographic Journal
Cartographic Perspectives
Cartographica
Cartography and Geographic Information Science
Computers, Environments and Urban Systems
Earth Observation and Remote Sensing
Geocarto International
Geofocus International Review of GI Science and Technology
Geographical Analysis
GeoInformatica
Geomatica
Imago Mundi
International Journal of Geographic Information Science
International Journal of Remote Sensing
Journal of Environmental Informatics
Journal of Geographic Information and Decision Analysis
Journal of Geographical Systems
Journal of the Urban and Regional Information Systems Association (URISA)
Mappemonde
Mapping Sciences and Remote Sensing
Photogrammetric Engineering & Remote Sensing
Remote Sensing of Environment
Remote Sensing Reviews
Spatial Cognition and Computation
Surveying and Land Information Science
Transactions in GIS

COURSE SCHEDULE
Below is the course schedule of readings and assignments for the entire semester. I will do my best to stick to this schedule, although I do reserve the right to make changes if necessary.

Course Schedule Outline

September 10: Introduction to GEOG 500
No assigned readings

* Note: On the first day of class, we will spend part of the time discussing the Geography Department’s newly revised Graduate Student Handbook, which can be accessed at:


September 17: Epistemologies and ontologies of geographical knowledge
Readings


September 24: Changing perspectives in the history of geography
Readings


October 1: Geographies of the Anthropocene
Readings
* Bring copy of context paper outline to class for writing workshop.


October 8: No class, Thanksgiving
No assigned reading.

October 15: Key geographical issues I—climate change
Readings


October 22: Key geographical issues II—planetary urbanization

**Readings**


October 29: Key geographical issues III—environmental disasters

**Readings**

*Bring copy of rough draft of context paper to class for writing workshop.*


November 5: Key geographical issues IV—global migration

**Readings**


November 12: *No class, reading break*

*No assigned reading*
November 19: Key geographical issues V—ecologies

Readings


November 26: Dialogues in contemporary geography

Readings


* Group film project due in class on November 26.

December 3: Context paper presentations and group film screening

No assigned reading.

* Context paper due via email (redwood@uvic.ca) on December 3.