

Geography 810/910: Techniques of Research and Presentationⁱ

Dr. Kristin Sziarto
sziarto@uwm.edu

Office hours:
Wednesdays, 11 am – 12 noon
or by appointment
Office: Bolton 468

Fall 2021
Face-to-face class
Meets Mondays, 5:30 – 8:10 pm
Bolton 487



Image sources: [AGS Library](#), [WI Muslim Journal](#), [Pan & Choi 2019](#)

**You're here in UWM Geography to do research in geography.
What exactly does that mean?**

Course objectives

This course aims to orient you to the discipline of geography and its research practice(s). To this end, in this class we will

- ∞ Survey practices of conducting and presenting research in geography across its specialty areas;
- ∞ Explore the philosophies of knowledge animating different research methods and associated research questions;
- ∞ Consider the theoretical, methodological and ethical concerns associated with the conduct of research, in or out of the field;
- ∞ Investigate funding sources for research in a range of geographic topics;
- ∞ Evaluate modes and styles of presenting one's research findings orally and in writing; and
- ∞ Develop a research project explicated in a proposal.
- ∞ Practice oral, written, and graphical communication/representation of research.

The course will be conducted as a **SEMINAR** focusing on your active engagement with the assigned readings as well as each other's work. I expect you as graduate students to read thoughtfully, deepen your engagement with the literatures through responsive writing and discussion, and build your own critical perspectives on the research techniques and issues of presentation and professional development addressed.

Additionally, the class will operate as a **WORKSHOP**, in which you will propose your research project; identify and review the relevant literature; refine your research questions; identify an appropriate methodology; plan the research; and incorporate all of this into your research proposal. The course will stress the ongoing practice of research as learning about the world, as

emerging from interlinked practices of empirical research, various modes of reading, engagement with theory, analysis and reflection on analysis, and writing as a core practice for thinking. The course will also stress the importance of review and revision: To this end you will review your peers' work constructively and have your work reviewed, and with the latter you will use the reviews to improve your own work.

There will be several assignments over the semester as you work through the stages of developing your research proposal or other substantial paper, each building on the previous assignments.

Required course materials

All course materials will be provided on Canvas.

Several chapters will be taken from these books, which are useful references in general:

Castree, N., A. Rogers and D. Sherman. (2005). *Questioning Geography: Fundamental Debates*. Oxford: Blackwell.

Clifford, N., M. Cope, T. Gillespie, and S. French, eds. (2016). *Key Methods in Geography*, 3rd edition. London: Sage.

Gomez, B. and J.P. Jones III, eds. (2010). *Research Methods in Geography*. Oxford: Wiley-Blackwell.

Luker, K. (2008). *Salsa Dancing Through the Social Sciences*. Cambridge, MA: Harvard University Press.

WORKLOAD

A three-credit course consists of at least 144 hours of time spent on the course; therefore, for every hour spent in the classroom, you can expect at least two hours of coursework outside the classroom. In this course you should expect to spend at least 5-6 hours per week outside of class for reading, writing, and research, for a total of at least 9-10 hours of work per week.

COURSE POLICIES

All UWM course policies apply; please be familiar with the following:

Student Rights & Responsibilities: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>

ACADEMIC INTEGRITY

For scholars and students, academic integrity is of the utmost importance, and you should conduct your work in such a way as to acknowledge the intellectual labor of others. We will also discuss the ethics and politics of citation in the third week of class.

For the relevant UWM policy, see

http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

COMMUNICATION AND UNEXPECTED EVENTS

Please check your university email regularly for occasional class announcements; such announcements will also be posted on the course Canvas page. In case of another wave of the pandemic, severe weather events, or other disruptive large-scale phenomena, alternative

arrangements will be made for class and a new syllabus will be distributed to organize the completion of remaining assessed work.

To request an office appointment or ask a quick question by email, always include “GEOG 810/910” in the subject header to Kristin <szianto@uwm.edu>. I usually answer my e-mail within 24 hours during the week, 36 hours on the weekend. If I don’t answer you within two days, please email me again.

PANTHER COMMUNITY HEALTH AND SAFETY STANDARDS

UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther [Interim COVID-Related Health & Safety Rules](#), which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- * All individuals visiting UWM facilities must wear face coverings while indoors;
- * Unvaccinated students coming to campus are required to test weekly for COVID-19; and,
- * You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick.

Additional details about student and staff expectations can be found on the [UWM COVID-19 webpage](#).

GRADING POLICY

See the following site for UWM policy on grades and grading:
<http://uwm.edu/registrar/students/enrollment-policies/#grading>

Guide to grades

94-100%	A	80-82%	B-	66-69%	D+
90-93%	A-	76-79%	C+	63-65%	D
86-89%	B+	73-75%	C	60-62%	D-
83-85%	B	70-72%	C-	57-59%	F

Grades in graduate school

Grades in graduate school are inherently contradictory. On the one hand, you should focus on doing the work, not the grades. On the other hand, top-notch work is expected of graduate students. In graduate school, a B- is the equivalent of a D in an undergraduate program.

To address these contradictions and aid in your developing good habits in research, this course is designed to inculcate regular reading and writing. Notice how assessment (next section) involves many small but spread-out assignments that build up to the proposal/research paper.

ASSESSMENT

Assessment will stress preparation for class, participation in discussion, and engagement as evident in written and oral practice. You will write response pieces to engage with the readings as well as with presentations throughout the semester, give multiple presentations, and work on longer pieces of writing that build up to a longer paper.

Your work in this course will be assessed as follows:

Assessment	Learning Goals	% of grade	Grading basis
Response papers (5 1-page papers @ 2 pts each) ✦ 3 on readings ✦ 2 on academic presentations	Develop critical understanding of geographic methods through independent reading and writing Develop scholarly analytical and writing skills	5 short papers @ 2% each for a total of 10%	Out of 2 points (2/√+ = meets at least 80% of criteria; 1/√ = meets <80% of criteria; 0=not submitted)
Class participation	Develop facility and self-confidence in professional and scholarly engagement and debate with peers Contribute to peers' development through peer evaluation of presentations and writing	15%	Letter
Presentations 1. Elevator speech 2. Lit review, framework, background 3. Methodology 4. Full proposal/paper	Develop skills and confidence in oral presentation Use preparation for oral presentation to develop ideas that can be used in subsequent writing	25% By assignment: 2% 3% 5% 10%	Letter
Substantial writing assignments 1. Statement of research/ paper topic 2. Revised topic 3. Critical evaluation of a thesis/dissertation 4. Annotated bibliography 5. Review of literature draft 6. Methodology draft 7. Grants report 8. Research plan and budget 9. Complete draft of proposal/paper 10. Final draft	Develop understanding of relationships among epistemology, methodology, and method Critically evaluate research practices in relation to theoretical inquiry, ethics, and power relations	50% By assignment: 2% 3% 5% 5% 3% 2% 5% 3% 5% 20%	Letter

RESPONSE PAPERS ASSIGNMENT

One of your tasks as a scholar is to develop your thinking, especially critical thinking. One of the most important ways to do this is through writing. This does NOT mean that you read a lot, think critically, then write about it later. Rather, regular writing practice –while reading, immediately after reading an article, after a session of fieldwork, etc.—may help you figure out what you are thinking. To this end, **in this course you will write at least 3 responses to the readings and 2 responses to presentations.** You should write an approximately one-page, single-spaced piece in response to the assigned reading(s) or an academic presentation, and circulate it to the entire class by posting to the appropriate Canvas Discussion by midnight on the Sunday before class.¹

I recommend you use this assignment to work toward several different goals:

- ✓ Establishing a habitual process of writing (as thinking)
- ✓ Developing your ability to respond critically to publications and presentations
 - grasping the arguments even as you subject them to critical scrutiny
 - relating them to other scholarly work
- ✓ Getting around writer's block by free-writing before you are sure of your argument
- ✓ Developing arguments through responding to & revising your writing

What should you strive to do in these response pieces?

For readings/publications, you might, depending on the reading(s), focus on a particular term, and trace how the author develops her/his argument about that concept, OR how several authors use different conceptualizations of the same term (and think about which conceptualization works best for you). You might compare or contrast different authors' positions in a methodological debate. You might focus on grappling with one or two difficult concepts or passages by trying to summarize them, and relating them to the rest of the work. You might relate a reading to a previous week's reading(s), by comparing and contrasting their approaches to a topic.

For the presentations, you may discuss any Geography Colloquium presentation or any other academic presentation on campus or off that is relevant to your research topic. Please focus on the presentation techniques: What worked about the presentation? How did the structure, visuals, etc. help convey the content? What would you emulate? What did you think was not effective?

REMINDER: Response pieces are due to the **course Canvas Discussion page** by Sunday midnight, to give everyone time to read each other's responses before Monday's class. Earlier is fine, too. Somewhat later is acceptable as well; see the footnote on this page. See the instructions on the Canvas site, the Discussion for any particular week, regarding how to post your response paper. If your work or class schedule seems to make this very difficult, talk with Kristin as soon as possible.

¹ Or by noon on the day of class, if you really need the time. Because you'll submit these responses to Canvas, I'll have the deadline set for the day before class. However, the key issue is that I receive them in time to read them and have feedback ready for you at class. I'm not going to dock points for submissions after midnight, in other words, but I do have time set aside for reading them, and if I don't have your response by that time, you won't get credit.

OTHER WRITTEN ASSIGNMENTS, including proposal/paper development (see last page of syllabus for due dates, and Canvas for further details on each assignment)

1. First statement of research or paper topic

Write up what you plan to study either for your thesis/dissertation, or for your research paper this semester. This statement should be at least 300 words, but could be up to a page. The best topic statements will cite relevant research that the project would build on.

2. Revised research/paper topic statement

Use the feedback on the first statement to revise it. This revision should be at least 500 words but could be quite a bit longer. The best revisions will have begun to establish not only the literatures they are building on, but also the research approach or framework they will use, and will have revised research questions grounded in that approach or framework.

3. Critical thesis/dissertation evaluation

Select an example of graduate research in geography employing research methods that you find to be particularly compelling. It may be, for example, research that is empirically similar to your interests or perhaps an investigation that you'd like to model your own research after. It's best to choose something done at UWM Geography, especially by a previous student of your advisor. Write up an analysis of the research, responding to the following questions (about 1000 words, 11- or 12- pt font): What are the research questions? Methods used? How do the questions and methods relate? How are the methods connected to the theoretical framing? How are findings relayed? Why is the project compelling? Be prepared to present and discuss your evaluation with your classmates.

4. Annotated bibliography

The annotated bibliography is a tool for working through the background literature(s) relevant to your research. It should include prior scholarly research on or relevant to your topic, and discuss the various theoretical approaches, methodologies, and findings of the prior research. It may also include sources on the background of the topic. Aim to address 10-15 sources. In class we'll go over useful academic databases available through the UWM Libraries.

5. Review of literature with research questions

The review of literature is an overview of the scholarly publications relevant to your area of research – that is, the existing research that you want to build on. In this assignment you will analyze the pieces in your annotated bibliography, presenting their findings, strengths, and weaknesses. Writing the lit review allows you to identify the 'gaps in the literature' – i.e. what hasn't been addressed that can be your contribution.

6. Methods section with revised research questions

This draft of the methods section of your proposal/paper should explain your methodology, including what your data/research materials are, and how you plan to collect and analyze them.

Make sure the methodology clearly explains how the data and analysis will answer the research questions.

7. Grants report

Find 3-5 grants you are eligible to apply for and write up a report containing descriptions, requirements, and deadlines. We will discuss recommended formats for this report in class three weeks before the due date.

8. Research plan and budget

Feasibility is a key aspect of any research project, and planning helps make sure a project can be accomplished (or determines it's not possible). Based on your methodology, write up your research plan as a timetable (month-by-month is fine). Also create a budget, with a table showing planned expenses and anticipated cost of each.

9. Complete draft of proposal/paper

The complete draft will include revisions of the sections drafted thus far (integrating assignments 2, 4, 5, 6, and 8) and add to it to include:

- a. An introduction (ideally with a 'hook')
- b. Some background
- c. The review of literature
- d. Your theoretical framework
- e. Research questions
- f. Methodology
- g. Proposed research outcomes (thesis/dissertation, presentation at conference, publications, other mode of dissemination) and significance: What is the intellectual, policy, and/or social contribution?
- h. Research plan with timetable
- i. References (social/natural sciences format such as APA or Chicago preferred, but others possible. Check with me about it.)
- j. Figures and tables – may be placed in the text where most relevant or given at end. Must be appropriately labeled.

10. Final draft

Use feedback on the complete draft and on your presentation to revise the whole proposal/paper and submit it.

PRESENTATION ASSIGNMENTS

All presentations will be given in class (see the last page of the syllabus for deadlines). There are four presentations:

1. Your 'elevator speech.' Most people don't know what geographers study or do. Your elevator speech is what you answer when people ask what you are studying in graduate

school, and you say 'geography.' To head off comments like, "But isn't everything mapped already?" you need to be ready to explain what you do to someone who isn't a geographer. This will also be handy at family and other social gatherings with non-academics. Be prepared to explain what you research in about 3 minutes (no more than 3 minutes 30 seconds).

2. Your review of literature, with an introduction to the topic, overview of existing research, and discussion of your proposed theoretical framework. The best presentations will end with a statement of the research questions. You should be able to present this in about 10-15 minutes.
3. Your methodology. In this presentation you'll remind everyone of your topic and research questions, then explain your methodology in some detail. You have about 10 minutes.
4. Your whole proposal/paper. You'll have 30 minutes to present it. That is not long enough to read the entire draft aloud, so you'll need to figure out what key points of each section to include and what to leave out of the presentation.

One objective of this class is for you to improve your presentation skills, so please consider these in-class presentations as rehearsals for when you will present to larger audiences. We'll discuss each of these presentations in class at least a week before you need to present so you can prepare. Nothing is a completely safe space, but let's aim to make this class a 'brave space' – that is, a space where we put forth our ideas and presentation styles and remain open to recognition and encouragement of our strengths as well as identification of and suggestions for working on weaknesses.

WEEK-BY-WEEK TOPICS AND READING

Week 1: Our first class meeting should be September 6th, but because of U.S. Labor Day, UWM has no classes that day. This is frustrating because (1) it delays the start of our class, and (2) nearly every other country in the world observes Labor Day on May 1st, but the U.S., to discourage transnational anarchist solidarity, established our Labor Day on the first Monday in September (Adelman, n.d., Kohn 2014).

Please log into our course Canvas site and get started in any case! I encourage you to go ahead and do a reading response even in the first week when we do not have a class meeting. If you want to submit a reading response, it would be due September 7th because of the holiday.

Required reading

What does it mean to do research in geography?

Clifford, N. J., M. Cope, T. Gillespie, S. French, and G. Valentine. 2016. "Getting Started in Geographical Research: How this book can help." In N. Clifford, M. Cope, T. Gillespie, and S. French, eds. *Key Methods in Geography*, 3rd edition. London: Sage. Pp. 1-16.

Cresswell, T. (2013.) Chapter 1: Introduction. In *Geographic Thought: A Critical Introduction*. Hoboken, NJ: Wiley-Blackwell.

Luker, K. (2008). Chapters 1 and 2 (pp. 1-39) in *Salsa Dancing Through the Social Sciences*. Cambridge, MA: Harvard University Press.

Suggested additional materials:

- Pierce, J., M. Lawhon, and T. McCreary. (2019). From precarious work to obsolete labour? Implications of technological disemployment for geographical scholarship. *Geografiska Annaler: Series B* 101 (2), 84-101.
- Kohn, S. (2014, September 1). Why Labor Day was a political move. *CNN*. Accessed 29 August 2021 at <http://edition.cnn.com/2014/09/01/opinion/kohn-labor-day/>
- Adelman, W. J. (n.d.). The Haymarket Affair. Illinois Labor History Society. Accessed 29 August 2021 at <http://www.illinoislaborhistory.org/the-haymarket-affair?rq=haymarket>.
- Mitchell, K. (2000). The value of academic labor: what the market has wrought. *Environment and Planning A* 32 (1), 1713-1718.
- Meyerhoff, E., E. Johnson, and B. Braun. (2011). Time and the University. *ACME: An International E-Journal for Critical Geographies*, 10 (3), 483-507.

Week 2: Overview of research in geography; the review of literature

Required reading:

What is this discipline called geography? (read both)

- Johnston, R. 2005. Geography - Coming Apart at the Seams? In Castree, N., A. Rogers and D. Sherman. *Questioning Geography: Fundamental Debates*. Oxford: Blackwell. Pp. 3-18.
- McKittrick, K. and L. Peake. 2005. What Difference Does Difference Make to Geography? In Castree, N., A. Rogers and D. Sherman. *Questioning Geography: Fundamental Debates*. Oxford: Blackwell. Pp. 39 - 54.

The review of literature

- Luker, K. (2008). Chapter 5: Reviewing the literature (pp. 76-98) in *Salsa Dancing Through the Social Sciences*. Cambridge, MA: Harvard University Press.

And select 2 of these:

- Bonds, A. 2019. Race and ethnicity I: Property, race, and the carceral state. *Progress in Human Geography* 43 (3), 574-583.
- Pettygrove, M. and R. Ghose. (2016). Mapping Urban Geographies of Food and Dietary Health: A Synthesized Framework. *Geography Compass* 10 (6): 268-281.
- Donnelly, A. and R. Yu. 2017. The rise of phenology with climate change: an evaluation of IJB publications. *International Journal of Biometeorology* 61 (Suppl 1): 829-850.

Suggested additional materials:

- Healy, M. and R.L. Healey. (2016). How to conduct a literature search. In N. Clifford, M. Cope, T. Gillespie, and S. French, eds. *Key Methods in Geography*, 3rd edition. London: Sage. Pp. 44-61.

Week 3: Research design and philosophies of knowledge

Required reading:

- Shaw, I.G.R., D.P. Dixon, and J.P. Jones III. 2010. Theorizing our world. In Gomez, B. and J.P. Jones III, eds. 2010. *Research Methods in Geography*. Oxford: Wiley-Blackwell. Pp. 9-25.
- Castree, N. 2005. Is Geography a Science? In Castree, N., A. Rogers and D. Sherman. *Questioning Geography: Fundamental Debates*. Oxford: Blackwell. 57-79.

- Hickey, M. and V. Lawson. 2005. Beyond Science? Human Geography, Interpretation and Critique. In Castree, N., A. Rogers and D. Sherman. *Questioning Geography: Fundamental Debates*. Oxford: Blackwell. Pp. 96-114.
- Luker, K. (2008). Chapters 3 and 4 (pp. 40-75) in *Salsa Dancing Through the Social Sciences*. Cambridge, MA: Harvard University Press.

Suggested additional materials:

- Goodchild, M.F., A.S. Fotheringham, P. Kedron, and Wenwen Li. 2021. Introduction: Forum on Reproducibility and Replicability in Geography. *Annals of the American Association of Geographers* 111:5, 1271-1274.
- Wainwright, J. 2021. Is Critical Human Geography Research Replicable? *Annals of the American Association of Geographers* 111:5, 1284-1290.

Week 4: Ethics in research, including in fieldwork and with (or without) ‘human subjects’

Required reading, etc.:

- Martin, D. G. (2007). Bureaucratizing Ethics: Institutional Review Boards and Participatory Research. *ACME: An International E-Journal for Critical Geographies*, 6 (3), 319-328.
- Trudeau, D. (2012). IRBs as Asset for Ethics Education in Geography. *Professional Geographer*, 64(1), 25-33.
- Indigenous Peoples Specialty Group (IPSG) of the Association of American Geographers (AAG). (2010). Declaration of Key Questions about Research Ethics with Indigenous Communities. Online at <http://www.indigenousgeography.net/ipsg/pdf/IPSGResearchEthicsFinal.pdf>
- Adame, Fernanda. (2021). Meaningful collaborations can end ‘helicopter research’. *Nature* (Career Column), 29 June 2021, online at <https://www.nature.com/articles/d41586-021-01795-1>

AND

1. Examine and comment on this webpage: <https://uwm.edu/irb/about-the-uwm-irb/irb-member-roster/>
2. Complete 1-2 modules of the CITI Training course. Start at <https://uwm.edu/irb/training/human-subjects-training-citi/> and register. I strongly encourage you to complete the modules on the Belmont Report and its Principles, and History and Ethical Principles.

Suggested additional materials:

- American Association of Geographers. 2021. Statement of Professional Ethics. Online at http://www.aag.org/cs/about_aag/governance/statement_of_professional_ethics.
- Mott, C., & Cockayne, D. (2017). Citation matters: mobilizing the politics of citation toward a practice of ‘conscientious engagement.’ *Gender, Place & Culture: A Journal of Feminist Geography*, 24(7), 954-973.
- Elwood, S., & Wilson, M. (2017). Critical GIS pedagogies beyond “Week 10: Ethics.” *International Journal of Geographical Information Science : IJGIS*, 31(10), 2098-2116.
- Chiswell, H. M. and R. Wheeler. (2016). ‘As long as you’re easy on the eye’: reflecting on issues of positionality and researcher safety during farmer interviews. *Area* 48.2, 229-235.

Week 5: Research design - Methodologies & methods across geography

Presentation 1: Be prepared to give your 'elevator speech' in class

Required reading:

Communicate with me (Kristin) to select two chapters from:

Section 2: Data in Human Geography

OR

Section 3: Data in Physical Geography from Clifford, N. J. and G. Valentine, eds. (2016). *Key Methods in Geography*. London: Sage.

AND read both of these:

Pzreworski, Adam and Salomon, Frank, *On the Art of Writing Proposals* (Social Science Research Council, 1995 rev., 1988).

National Science Foundation. (2021). *NSF Proposal & Award Policies & Procedures Guide* (PAPPG) (NSF 22-1). Accessed 29 August 2021 at

https://www.nsf.gov/pubs/policydocs/pappg22_1/nsf22_1.pdf. Read section III-1 on merit review (~2 pp.)

Suggested additional materials:

Luker, K. (2008). Selections from Chapters 6-9 (pp. 99-197 in *Salsa Dancing Through the Social Sciences*. Cambridge, MA: Harvard University Press.

Week 6: Quantitative data collection & analysis

Required reading:

Choi, W., S.A. Borchardt & J. Choi (2021): Human Influences and Decreasing Synchrony between Meteorological and Hydrological Droughts in Wisconsin Since the 1980s, *Annals of the American Association of Geographers*, DOI: 10.1080/24694452.2021.1883416

Xu, W., C. Wu and J. Fletcher. (2020). Assessment of changes in place of death of older adults who died from dementia in the United States, 2000–2014: a time-series cross-sectional analysis. *BMC Public Health* 20: 765 (13 pp.).

Schwartz, M.D., J.L. Betancourt, and J.F. Weltzin. (2012). From Caprio's Lilacs to the USA National Phenological Network. *Frontiers in Ecology and the Environment* 10 (6), 324-327.



This WILL happen in Bolton Hall at least once during your time at UWM.
Save frequently to the cloud.

Week 7: Qualitative data collection & analysis

Required reading:

- Yoon, H. (2019). Do higher skills result in better jobs? The case of the Korean animation Industry. *Geoforum* 99, 267-277.
- Holifield, R. and N. Schuelke. (2015). The Place and Time of the Political in Urban Political Ecology: Contested Imaginations of a River's Future. *Annals of the Association of American Geographers* 105 (2), 294-303.
- Mansson McGinty, A., K. Sziarto, and C. Seymour-Jorn. (2013). Researching within and against Islamophobia: a collaboration project with Muslim communities. *Social and Cultural Geography* 14 (1), 1-22.

Suggested additional materials:

- Schoepfer, I., & Rogers, S. R. (2014). A New Qualitative GIS Method for Investigating Neighbourhood Characteristics Using a Tablet. *Cartographica*, 49(2), 127-143.
- Waitt, G. 2010. Doing Foucauldian Discourse Analysis—Revealing Social Realities. In I. Hay, Ed. *Qualitative Research Methods in Human Geography*. Third Edition. Oxford: Oxford University Press, pp. 217-240.
- Saillard, E.K. (2011). Systematic Versus Interpretive Analysis with Two CAQDAS Packages: NVivo and MAXQDA. *Forum: Qualitative Social Research* 12 (1), article 34.
- Woods, M., R. Macklin, and G.K. Lewis. (2016). Researcher reflexivity: exploring the impacts of CAQDAS use. *International Journal of Social Research Methodology*, 19 (4), 385-403.

Week 8: Oral presentations and Analytic methods 1

Required materials

Presentations

- Tufte, Edward. (2003). *The Cognitive Style of Powerpoint*. Cheshire, CT: Graphics Press.
- Doumont, Jean-Luc. (2005). The Cognitive Style of PowerPoint: Slides Are Not All Evil. *Technical Communication* 52 (1): 64 - 70.
- St. George, Scott. (2021). Boosting the signal: Simple strategies to deliver better scientific presentations. Online at <https://www.youtube.com/watch?v=T-NQK2muwok>.
- Ravenhall, Allison. (2018). Inclusive Design for Accessible Presentations. Online at <https://www.smashingmagazine.com/2018/11/inclusive-design-accessible-presentations/>.

Analytic methods 1: GIS

- Walford, N. (2016). Chapter 17: Using Geographical Information Systems (GIS). In N. Clifford, M. Cope, T. Gillespie, and S. French, eds. *Key Methods in Geography*, 3rd edition. London: Sage. Pp. 44-61. Pp. 665-683.
- Kamstra, P., Cook, B., Kennedy, D. M., & Brennan-Horley, C. (2019). Qualitative GIS to Relate Perceptions with Behaviors among Fishers on Risky, Rocky Coasts. *Professional Geographer*, 71(3), 491-506.

Week 9: Writing: practices, styles, blocks, and so on; getting published; and Analytic methods 2

Required reading:

Writing and getting published

- Skov, S. (2021). Ph.D. by Publication or Monograph Thesis? Supervisors and Candidates Negotiating the Purpose of the Thesis when Choosing Between Formats. Pp. 71-86 in Badenhorst, Cecile, Brittany Amell, & James Burford (Eds.). *Re-imagining Doctoral Writing*. The WAC Clearinghouse; University Press of Colorado.
- Blunt, A., F. Nash, M. Hatfield, and C. Souch, eds. (2015). *Publishing and Getting Read: A Guide for Researchers in Geography*. London: Royal Geographical Society. Pp. 1-25
- Analytic methods 2: Qualitative analysis*
- Lin, W. (2013). Situating performative neogeography: tracing, mapping, and performing “Everyone’s East Lake.” *Environment & Planning A*, 45(1), 37-54.
- Routledge, P. (2005). Major Disasters and General Panics: Methodologies of Activism, Affinity and Emotion in the Clandestine Insurgent Rebel Clown Army. In DeLyser, D., S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage.

And review readings from week 7.

Suggested additional materials:

- Fregonese, S. (2017). English: lingua franca or disenfranchising? *Fennia*, 195(2), 194-196.
- Müller M. (2021). Worlding geography: From linguistic privilege to decolonial anywheres. *Progress in Human Geography*.
- Muenchow, J., Schäfer, S., & Krüger, E. (2019). Reviewing qualitative GIS research—Toward a wider usage of open-source GIS and reproducible research practices. *Geography Compass*, 13(6), N.PAG.

Week 10: Research plans (Plan A, Plan B, etc.) and Teaching as dissemination of research

Presentation 2: Present your review of literature etc. in class

Required reading:

Research design and research plans

- Harrowell, E., Davies, T., & Disney, T. (2018). Making Space for Failure in Geographic Research. *Professional Geographer*, 70(2), 229-238
- Ricker, B. A., Rickles, P. R., Fagg, G. A., & Haklay, M. E. (2020). Tool, toolmaker, and scientist: case study experiences using GIS in interdisciplinary research. *Cartography & Geographic Information Science*, 47(4), 350-366.

Teaching and research

- Sziarto, K.M., L. McCarthy, and N. Padilla. (2014). Teaching critical thinking in world regional geography through stakeholder debate. *Journal of Geography in Higher Education* 38 (4), 557-570.

AND choose one of these two:

Jung, J.-K. (2020). Teaching creative geovisualization: Imagining the creative in/of GIS. *Canadian Geographer* 64 (4), 512-528.

OR

Battista, G. A., & Manaugh, K. (2018). Illuminating spaces in the classroom with qualitative GIS. *Journal of Geography in Higher Education*, 42(1), 94-109.

Suggested additional materials:

Warren, S. (2020). Introduction to the special section: Teaching critical GIS | Teaching GIS critically. *Canadian Geographer*, 64(4), 467-470.

Anderson, M. B., & Radil, S. M. (2020). A hard binary to shake: The limitations and possibilities of teaching GIS critically. *Canadian Geographer*, 64(4), 471-483.

Elwood, S., & Wilson, M. (2017). Critical GIS pedagogies beyond 'Week 10: Ethics.' *International Journal of Geographical Information Science*, 31(10), 2098-2116.

Holler, J. (2020). Teaching critical open GIS. *Canadian Geographer*, 64(4), 484-494.

Mansson McGinty, A. (2012). "Teaching Against Culture" in Geography of Islam. *The Professional Geographer* 64 (3), 358-369.

When research doesn't go as planned.



...all reasonable insights, until the last panel...

Week 11: Presentation 3: Methodology; also check in about grants

Presentation 3: Methodology (in class)

Required reading:

No new reading this week. Work on your methodology based on previous work and feedback

Week 12: Grants & grant proposals

Required reading:

Grants at the Berkeley workshop – see Canvas for links to articles on grant-writing and examples of successful proposals to read.

Week 13: Conferences: Which ones, why, and how to do them; also check in about research plans and budgets

Required reading:

- Cook, S., Davidson, A., Stratford, E., Middleton, J., Plyushteva, A., Fitt, H., Cranston, S., Simpson, P., Delaney, H., Evans, K., Jones, A., Kershaw, J., Williams, N., Bissell, D., Duncan, T., Sengers, F., Elvy, J., & Wilmott, C. (2016). Co - Producing Mobilities : negotiating geographical knowledge in a conference session on the move. *Journal of Geography in Higher Education*, 40(3), 340-374.
- Belina, B. (2005). Anglophones: If you Want us to Understand You, You Will Have to Speak Understandably! *Antipode*, 37(5), 853-855.

AND CHOOSE TWO FROM THESE:

- Bachmann, V., & Belina, B. (2012). Crisis, Critique and the 6th International Conference of Critical Geography. *Antipode*, 44(3), 555-559.
- Carrión, A., & Sandoval, M. F. L. (2020). Emerging Geographies: Academic Communities, Research Agendas, and International Conferences in Ecuador and Bolivia. *Journal of Latin American Geography*, 19(1), 61-73.
- Puar, J. K., Rushbrook, D., & Schein, L. (2003). Sexuality and space: queering geographics of globalization. *Environment & Planning D: Society & Space*, 21(4), 383-387.
- Reid-Henry, S. (2010). The Territorial Trap Fifteen Years On. *Geopolitics*, 15(4), 752-756.

AND

Go to <http://news.aag.org/past-newsletters/> and search on “conference” and a keyword related to your research interests

Suggested:

Look at <https://igu-online.org/>, too.



[2021 Congress of the International Geographical Union in Istanbul](#)

Week 14: Presentation 4. Full proposal/paper

No new reading.

Week 15: Continue Presentation 4. Full proposal/paper (last class meeting)

No new reading.

Week 16: Finish and submit proposal/paper

Geography 810/910 SEMESTER AT A GLANCE

Week	Date of class (Mondays)	Topic	Due date (Fridays* after class)	Written assignment due
1	Sept. 6	No class – U.S. Labor Day Please log into Canvas site and get started on the first few weeks of materials and writing	Sept. 10	First statement of research/paper topic
2	Sept. 13	Introductions & interests; overview of research in geography	Sept. 17	(Nothing due; start on evaluation of thesis/dissertation)
3	Sept. 20	Research design and philosophies of knowledge The review of literature	Sept. 24	Revised research proposal/paper topic
4	Sept. 27	Ethics in research, including in fieldwork and with (or without) ‘human subjects’	Oct. 1	Critical evaluation of a thesis or dissertation
5	Oct. 4	Research design, methodologies and methods across geography Presentation 1: Your elevator speech	Oct. 8	(Nothing due; work on annotated bibliography, grants list)
6	Oct. 11	Quantitative methods: Data collection, analysis 1: Quantitative	Oct. 15	Annotated bibliography
7	Oct. 18	Qualitative methods: Data collection, analysis 2: Qualitative	Oct. 22	List of potential grants
8	Oct. 25	Oral presentations Analytic methods 1	Oct. 30	(Nothing due; work on literature review)
9	Nov. 1	Writing: practices, styles, blocks, and so on Analytic methods 2	Nov. 5	Review of literature
10	Nov. 8	Research plan A. And plan B. Presentation 2: Lit review, theoretical framework & background	Nov. 12	Draft methods [^]
11	Nov. 15	Presentation 3: Methodology[^]	Nov. 19	Research plan & budget [^]
12	Nov. 22	Grants & grant proposals	Nov. 26	Nothing due.
13	Nov. 29	Conferences: Which ones, why, and how to do them	Dec. 3	Grants report
14	Dec. 6	Presentation 4: Full proposal/paper	Dec. 10	Complete draft of proposal/paper
15	Dec. 13	Presentation 4: Full proposal/paper, continued	Dec. 17	Nothing due.
16	No class	No class, finish final draft of proposal or paper	Weds Dec. 22	Final draft due

*Actual deadlines are Saturdays, 9 am, when I’ll start grading (except for the final paper, when it’ll be Thursday, 12/23, 9 am). Extensions are available on request and within reason.

[^]If you are writing a paper that is NOT a proposal, we’ll discuss what your assignment will be.

ⁱ Thanks to Mick Day for the experience of co-teaching this course the first time around. This syllabus also draws on geographic methods course syllabi by Michael Watts, Paul Plummer, Melissa Wright, Deborah G. Martin, and Hilda Kurtz.