GEOGRAPHY 200B: GEOGRAPHICAL THOUGHT, RESEARCH, AND PROFESSIONAL DEVELOPMENT

Winter 2014
Class: Thursday 5:00PM-7:50PM; 4824 ELLISON HALL

Professor David López-Carr
carr@geog.ucsb.edu
805-456-2830
http://www.geog.ucsb.edu/~carr/
Office Number: Ellison 4836
Office hours: TH 2:30PM - 3:30PM and F 2:00PM - 3:00PM

NATURE OF THE COURSE

This course will focus on two interrelated themes. Following an introductory exploration of the history of geographical thought, Part I of the course will focus on your professional development as a geographer with special, though not exclusive, emphasis on research ethics, mentoring, and time management, including a graduation timeline. Critical to the latter is the identification of a research problem and the development of an appropriate literature review, written proposal, and oral presentation. To facilitate your proposal development and broader professional development, our second theme will explore
contemporary geographical themes of space, place, earth surface processes, and human-environment dynamics.

COURSE OBJECTIVES
(If we are successful in this course you will…)

THEME 1
PROFESSIONAL DEVELOPMENT

1. Recognize and abide by codes of research ethics.

2. Determine the most effective time management skills for your graduate career and apply these skills towards your graduation timeline.

3. Articulate expectations for yourself and for your advisor towards the successful development of your graduate degree.

4. Improve oral presentation skills specifically as they relate to presenting your own research.

5. Identify a compelling research problem with corresponding: research questions, which are articulate, feasible, and sufficiently novel; literature review; and research methods, all eventual components of a written proposal.

THEME 2
GEOGRAPHY AS A PROFESSIONAL DISCIPLINE

1. Describe the significance and limitations of seminal Geographic theories and their influences on current (and potentially future) geographical research.

2. Understand the contours of the broader geographical tradition with its four prominent domains: geography as place, geography as space, geography as changes on the face of the earth, and geography as human-environment dynamics. You will become especially fluent in how your own research relates to these.

Some steps you will take to achieve the above objectives:

- Understand key arguments (conceptual models) in some of the seminal theories of geography.
- Recognize the significance, assumptions, and limitations of these arguments and their applicability over time and across space.
- Choose theoretical models that best support your research project.
- Understand how these theories build on the geographical canon.
- Demonstrate the comparative advantage of these theories over others for developing your project.
- Identify limitations to these theories.
• Show how your project supports and/or challenges these theories.
• Select and defend effective methodologies for your proposed research.
• Persuasively argue for the symmetry between your chosen theory and your research question(s) and methods.

HOW WILL WE ACHIEVE THESE OBJECTIVES?

• Class discussions (20%). Students will take turns leading class discussions on one of four geographical areas: space, place, earth surface processes, and human-environment dynamics. Discussion leaders will direct our examination of the readings based on the course objectives.

Student leaders will develop a bibliography, and present a synthesis of the research of several geographers (or cognate scientists) within each of 4 geographical domains. Select papers (4-7 per week approximately) will be distributed along with the bibliography to all classmates by Friday in preparation of the following Thursday’s class. The bibliography and papers will be developed in consultation with me and with your advisors. Since they will be distributed to classmates several days in advance of the presentation, student discussion leaders should meet with me at least 8 days before their class presentation. Discussion leaders will present a brief (approximately 3-5 minutes) academic lineage and discussion of each geographer’s research. Discussion leaders will then lead a review of papers selected from these geographers, including a brief (approximately 5 minutes) synthesis of each paper. The written synthesis of each paper and any specific questions regarding the papers could be usefully posted on Gauchospace prior to class. Successful discussions of academic papers will be guided by the following types of questions.

• How does the author conceptualize the topic?
• What model of "science" is used (what is the goal of the enterprise, what sorts of things can be known, what constitutes data, how is data analyzed, what conclusions are drawn?, etc.)
• How does this relate to what we think of as contemporary "science"?
• How does it build upon (or not) previous ideas?
• Does it contradict or exist alongside earlier or other ideas in geography and in other disciplines?
• If a research paper: Is the significance of the research problem compelling? Are the research hypotheses and questions novel and answerable? Is the literature review complete and appropriate for the topic? Are research methods symmetrical with the research questions and hypotheses? Are research results significant, novel, and adequately explicated? Does the discussion/conclusion suggest avenues for future research and potential implications of the research to science and policy?

• Papers/presentations

• (20%) Research proposal: 4 page single-space max. and 5 minute presentation (10%) Presentations will occur during the last class meeting.
• (40%) The 4 page research proposal will combine 5 earlier assignments, each worth 8% of your grade:
1. A ½-page written and 5-minute oral description of your area of interest. Consider these questions: Which topics are you interested in pursuing? What sub-field of Geography do they fall under? Who is your advisor and how does he/she fit within the sub-field? Does your area link to other sub-fields or disciplines?

2. A 1 page problem statement describing your thesis topic, including research questions and hypotheses (if hypothesis testing).

3. A 1 page reading list appropriate to your topic (in consultation with your advisor). You will continue to develop this reading list over the semester.

4. A 1 page review of a National Science Foundation (NSF) Doctoral


• (10%) A Graduation Timeline using a template which will be introduced in Week 4.

Guidelines for Class Discussions
Course readings will come from a substantial number of selected case studies, overviews, criticisms, etc. You must allow adequate time to read the large volume of assigned reading carefully and critically. Photocopies or digital copies of the readings (except for Livingston, which you should purchase) will be distributed AT LEAST 5 DAYS IN ADVANCE by me or student discussion leaders. (see accompanying schedule/reading list).

During each of the four classes on “Geography Today”, designated students (on a revolving basis) will be responsible for leading the discussion of the readings for that week — this will include a “Brief Topic Overview and Key Questions” write-up to be posted to the GauchoSpace. Also, students will take turns providing class refreshments each week.

There are very few "wholly right" answers. I value diversity, debate, and a critical attitude and may advocate a position solely for the sake of argument. No one knows everything there is to know about this subject and I expect you all to contribute to my knowledge as I do to yours. Below are several ways we can all contribute to successfully achieving our goals:

• Be prepared for class.
• Share and explain your opinions.
• Don’t dominate; be fair about the amount of time you take to speak.
• Back up your arguments with evidence.
• Disagree politely.
• Listen carefully to other opinions.
• Change your mind when another argument is more cogent than yours.
• Do not hesitate to ask for clarification.
• Make your points succinctly, avoiding repetition, and providing a choice example of your main point.

Criteria for Written Assignments
Successful written work:

Fulfills task requirements.
• Basic instructions are followed.
Uses concepts appropriately and creatively.
- Geography is central to your argument, and appropriate literature is cited to reach new insight on the subject.

Synthesizes, interprets, and evaluates.
- You explore unusual interrelations or links that may not be obvious. Description is used only as a necessary base for synthesis, analysis, and evaluation.

Is organized with logic and clarity.
- Your work follows a clear-cut and logical trajectory. The introduction and conclusion are well developed and correspond to the body of the assignment. Topic sentences introduce corresponding paragraphs and form the backbone of the work. Superfluous points and non-sequiturs are avoided.

Displays accuracy and conceptual discipline.
- No conceptual, logical, or organizational errors are apparent. All factual information or opinions not produced independently by you are cited using MLA style.

Is flawless (or nearly so).
- Your work is polished, an evident product of several drafts. Spelling, punctuation, and grammar are correct; word choice is judicious.

POLICIES REGARDING LATE ASSIGNMENTS AND GRADING
- **Late assignments**: Grades on assignments turned in late will be reduced by 5 percentage points each day beyond the assigned deadline except under extraordinary circumstances authorized by the instructor.

- **Final Grade**: The instructor reserves the right to alter exam and assignment grades but only when necessary and in consideration of the student's best interests.

REQUIRED BOOKS
**SCHEDULE AND READING LIST (UPDATED WEEKLY!)**

**PART 1: HISTORY, PROFESSIONALIZATION, SCIENCE PRODUCTION, AND TOOLS FOR SUCCESS**

**Week 1: January 9**
Introduction to the Course

**Week 2: January 16**
How do I excel at Geography?
Introduction to Literature Reviews and Library Resources

**Week 3: January 23**
I. What is Geography?
How is geography similar to other disciplines? How is it different or “exceptional”? What are the historical and philosophical traditions of contemporary geography? How did we arrive at this point? Where are we heading?

Sauer, Carl O. 1947. *Foreword to Historical Geography*.

- Be familiar with some of these spatial geography classics: http://www.csiss.org/classics/
- Be familiar with UCSB’s geography timeline: http://archive.geog.ucsb.edu/more/history_articles/history_timeline.htm
- For further readings on the development of geographical thought see: http://people.cas.sc.edu/carre/Homepage/Teaching/GEOG%20%20Syllabus.pdf

**Additional References** *(available in the Human-Environment Dynamics Lab or online):*

- Selected chapters of interests to you of Gaile and Wilmott, *Geography in America*. I have 2 copies of the 1989 version and one of the 2006 version.


II. How can I excel at Geography?

What is right, wrong, ok, not ok, preferable not preferable? In what instances? In what areas: teaching, publishing, writing, reviewing, etc.? How can I resolve problems?

- **On Ethics in the Academy**
  


  AAG Statement of Professional Ethics:

  http://www.aag.org/cs/about_aag/governance/statement_of_professional_ethics

**Further References** (available in the Human-Environment Dynamics Lab or online):

  On Ethics:
  Sazey et al, 1993 Ethical problems in academic research, American Scientists, 81, 542,553
How can I excel at Geography?
How do I earn grant/fellowship funding? How many? For how much? When? From where? With help from whom? What are good funding sources? What are differences between small and large funding sources and between private, UC, and national/international public sources? How do I effectively communicate my research in presentations and to colleagues and donors? How do I prepare and present my work at conferences, for my committee, for a job, to distinct (e.g. non-geography) audiences? What are some effective strategies for presentation visuals (including text, graphs, and charts)? What are important oral presentation skills and strategies?

- **On Grants:**
  Daniel Ervin Grad blog

- **On Succeeding as a Professional Geographer:**
  Lumari Pardo Grad blog
  Montello and Sutton Chapter 1

- **On Succeeding in Geography NSF Doctoral Dissertation Improvement Proposals:**

- **On Academic Presentations:**
  See http://clas.sa.ucsb.edu/ for campus assistance.
  www.cgd.ucar.edu/cms/agu/scientific_talk.html
  www.eas.slu.edu/People/DJCrossley/scomm/mdchapt13.html
  www.geog.ucsb.edu/~kclarke/G234/Guidelines.html

_Week 5: February 6_
_{I: What is Geography?}_ What is Science? How do we know if it is "good science"? What is knowledge? What is Ontology? What is Epistemology? What is the purpose of science? How is science produced? With what biases and caveats? What is qualitative vs. quantitative research? What is inductive vs. inductive research? How is science delivered, communicated, and received by researchers, policymakers, and the public?

- Montello Chapters 2-3 and 11-12.
- **The Scientific Revolution:**
See also: http://plato.stanford.edu/entries/popper/

II. How do I excel at Geography?
How do I get a PhD and maximize my success along the way? How do I maintain a work-life balance? What are campus resources to help me succeed? What are skills for daily time management?

On balance and organization (selected sections from the following):
Karly Miller Grad Blog

On Time Management:

Further References (available in the Human-Environment Dynamics Lab or online):

PART II: 4 PILLARS
Week 6: February 13
I. Geography as Space
II. How do I excel at Geography? Requirements for the PhD and macro-scale time Management. Making (and following) a Timeline.

On Succeeding at UCSB Geography. Review in detail: geog.ucsb.edu/graduates/student-handbook/

Week 7: February 20
I. Geography as Place
Selected Readings TBA

II. How do I excel at Geography? Science is created in society. Navigating science cultures.
Communication skills: how to write an email, a letter, address a colleague, introduce yourself
How to interact with: committees, mentors, professional associations, networks, reviewers
How do I interact with professors, grad students, undergrads? How do I find a mentor(s)?
How do I maximize my relationship with my mentor(s)? How do I form a committee?
How do I plan my long and short term goals? How do I form and cultivate an effective professional network (including committee chair, committee members, UCSB faculty, other
members of my academic community outside UCSB). How do I share my work? (dissemination, servers, backups, yourname.doc).

- **On our Professional Organization:**
  www.aag.org/
- **On the Mentoring Relationship:**
  www.ashe.ws/images/Rosser%20Article.pdf

**Week 8: February 27**

I. Geography as Earth Surface Processes

Selected Readings TBA

II. How do I excel at Geography? Successful Publishing

books, chapters, reports, proceedings, journal articles, quality vs. quantity

- **On Writing Papers and Theses and Publishing in Geography**

How do I most effectively write academic papers, proposals, reviews (for grants and papers), letters, syllabi and other texts in academia? How much of the analysis do I need to be an expert in? What do I put in? What do I leave out? What counts as peer reviewed? What counts as an article? What material can I use more than once? What are important Copyright rules and norms? When do I publish what? Where do I publish? How high do I aim? How do you respond to difficult questions from the audience? How do you deal with rejection and how do you target the right journals or other scholarly outlets? Whom do I contact for help/advice? How do I collaborate on papers? When, why, and how do I effectively collaborate with a team (including people with diverse skills, personalities, and backgrounds)?

On publishing:

Jessica Marter-Kenyon’s blog
www.nuim.ie/nirsa/geo-pub/geo-pub.html
www.guardian.co.uk/higher-education-network/blog/2011/apr/27/getting-published-academics
www.ncbi.nlm.nih.gov/pmc/articles/PMC2439458/?tool=pmcentrez

**Further References** *(available in the Human-Environment Dynamics Lab or online):*

On Writing:


**Week 9: March 6**

I. Geography as Human-Environment Dynamics
II. How do I excel at Geography? How do I get a job?
Reconnaissance, preparation, CV creation, application, interview

On Preparing CVs:
http://jobsearch.about.com/od/curriculumvitae/a/curriculumvitae.htm
http://jobsearch.about.com/od/cvsamples/a/blsamplecv.htm
http://www.quintcareers.com/curriculum_vitae.html
http://www.cvtips.com/

Week 10: March 13
Student Research Proposal Presentations

TENTATIVE COURSE CALENDAR
<table>
<thead>
<tr>
<th>Topic</th>
<th>Proposed Guest Discussants (TBC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. FOUNDATIONS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
</tr>
<tr>
<td>9-Jan</td>
<td>Introduction to the Course: What is Geography and how can I excel at it?</td>
</tr>
<tr>
<td></td>
<td>Who are we? What are we doing here?</td>
</tr>
<tr>
<td></td>
<td>What is Geography?</td>
</tr>
<tr>
<td></td>
<td>How can we excel at it?</td>
</tr>
<tr>
<td></td>
<td>Course Objectives</td>
</tr>
<tr>
<td></td>
<td>Course Expectations</td>
</tr>
<tr>
<td></td>
<td>Assignment 1 Complete! A+ to everyone!</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
</tr>
<tr>
<td>16-Jan</td>
<td>How can I excel at Geography?</td>
</tr>
<tr>
<td></td>
<td>Introduction to Literature Reviews and Library Resources</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
</tr>
<tr>
<td>23-Jan</td>
<td>What is Geography?</td>
</tr>
<tr>
<td></td>
<td>History of UCSB Geography</td>
</tr>
<tr>
<td></td>
<td>Ancient contributions: Greeks and others</td>
</tr>
<tr>
<td></td>
<td>Renaissance: Copernicum Revolution</td>
</tr>
<tr>
<td></td>
<td>Early Global Explorers</td>
</tr>
<tr>
<td></td>
<td>Environmental determinism</td>
</tr>
<tr>
<td></td>
<td>The Quantitative Revolution</td>
</tr>
<tr>
<td></td>
<td>How can I excel at Geography?</td>
</tr>
<tr>
<td></td>
<td>Research ethics</td>
</tr>
<tr>
<td></td>
<td>Problem resolution</td>
</tr>
<tr>
<td></td>
<td>Assignment 2 &amp; 3 due: Prepare a 1-page problem statement and a 1-page reading list</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
</tr>
<tr>
<td>30-Jan</td>
<td>How can I excel at Geography?</td>
</tr>
<tr>
<td></td>
<td>Successful proposal writing</td>
</tr>
<tr>
<td></td>
<td>Grant sources</td>
</tr>
<tr>
<td></td>
<td>Effective presentation development and delivery</td>
</tr>
<tr>
<td></td>
<td>The elevator talk</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
</tr>
<tr>
<td>6-Feb</td>
<td>What is Geography?</td>
</tr>
<tr>
<td></td>
<td>What is Science? How do we know if it is &quot;good science&quot;?</td>
</tr>
<tr>
<td></td>
<td>What is Ontology?</td>
</tr>
<tr>
<td></td>
<td>What is Epistemology?</td>
</tr>
<tr>
<td></td>
<td>What is Qualitative vs. Quantitative Research? Why does it matter?</td>
</tr>
<tr>
<td></td>
<td>Hypothesis Testing vs. Other Scientific Approaches</td>
</tr>
<tr>
<td></td>
<td>How can I excel at Geography?</td>
</tr>
<tr>
<td></td>
<td>Work-Life Balance</td>
</tr>
<tr>
<td></td>
<td>Campus Resources</td>
</tr>
<tr>
<td></td>
<td>Time Management: The quotidien</td>
</tr>
<tr>
<td></td>
<td>Assignment 4 due: Review an NSF proposal</td>
</tr>
<tr>
<td><strong>II. 4 PILLARS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td></td>
</tr>
<tr>
<td>13-Feb</td>
<td>Geography as Space</td>
</tr>
<tr>
<td></td>
<td>Part I. What is spatial geography and how do we excel at it?</td>
</tr>
<tr>
<td></td>
<td>Part II. Professionalization: Requirements for the PhD and macro-scale time Management</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Geography as Place</td>
</tr>
<tr>
<td>20-Feb</td>
<td>Part I. What is &quot;platial&quot; geography and how do we excel at it?</td>
</tr>
<tr>
<td></td>
<td>Part II. Professionalization: How to navigate the social communication skills: how to write an email, a letter, address a colleague, introduce yourself</td>
</tr>
<tr>
<td></td>
<td>How to interact with committees, mentors, professional associations, networks, reviewers</td>
</tr>
<tr>
<td></td>
<td>Assignment 6 due: Timeline</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Geography as Earth Surface Change</td>
</tr>
<tr>
<td>27-Feb</td>
<td>Part I. What is physical geography and how do we excel at it?</td>
</tr>
<tr>
<td></td>
<td>Part II. Professionalization: Successful Publishing books, chapters, reports, proceedings, journal articles, quality vs. quantity</td>
</tr>
<tr>
<td></td>
<td>Assignment 5 due: Prepare a 1 page statement of research questions and methods</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>Geography as Human-Environment Dynamics</td>
</tr>
<tr>
<td>6-Mar</td>
<td>Part I. What is human-environment geography and how do we excel at it?</td>
</tr>
<tr>
<td></td>
<td>Part II. Professionalization: How do I get a job?</td>
</tr>
<tr>
<td></td>
<td>Reconnaissance, preparation, CV creation, application, interview</td>
</tr>
<tr>
<td></td>
<td>Assignment 7 due: Prepare a 4 page complete research proposal</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Student Research Presentations</td>
</tr>
</tbody>
</table>