

SYLLABUS FOR GEOG 490: Proseminar in Geography

Spring 2009 – Dr. LaDona Knigge

M W F 9:00 – 9:50 p.m.

Office Hours: W 10:00 – 11:30 a.m.

Th 2:00 – 3:30 p.m.

Email: lknigge@csuchico.edu

Syllabus subject to change.

Location: 503 Butte Hall

Office: 533 Butte Hall

Phone: 530 898-5881

Syllabus date: Feb 12, 2009

NOTE: Please put GEOG 490 in subject line of all email correspondence

Course Description:

This course focuses on enabling students to do scholarly research of geographic topics. Students will be expected to conduct research and write their senior thesis on a local, geographic topic. This project requires students to integrate research, writing and technical skills in geography and satisfies the [university writing proficiency requirements](#) for graduation. The research topics for your senior thesis will focus geographically on an issue pertaining to civic agriculture, business, planning or resources. Time, resource and physical constraints require that the research is conducted locally.

Course Objectives:

- To promote critical student discussion of the field of geography
- To engage in rigorous study about a body of knowledge essential to the major
- To teach students the basic requirements of research design, execution and dissemination (writing and presentations)
- To provide an opportunity for students to effectively integrate acquired analytical and writing skills on geographic topics
- To provide students an opportunity to develop and improve public presentation skills

Course Requirements:

- This is a writing proficiency (WP) course, open only to students who have completed ENGL 130 (or its equivalent) with a grade of C- or higher, senior standing, and completion of GEOG 309.
- Attendance and participation are expected and not rewarded. The success of this seminar depends on regular attendance and participation. Please notify me in advance if you know you will not be in class or email if you cannot attend due to illness or hardship.
- All assignments will be completed on time. Late assignments will not be accepted unless accompanied by appropriate documentation. The demands of this course will be intense. Do not allow yourself to fall behind.
- Bring your books, research journal and/or assigned readings to class with you.
- To pass this class, you must receive a C- or better. No incompletes will be given.

- You are required to complete a research project that will result in your senior thesis. The project will require several steps which will contribute to your final grade.

Required Materials:

Booth, Wayne C., Gregory G. Colomb and Joseph M. Williams. 2008. *The Craft of Research*, **Third Edition**. Chicago: University of Chicago Press.

Lyson, Thomas A. 2004. *Civic Agriculture*. Medford MA: Tufts University Press

NOTE: These books are available at the CSUC Associated Students Book Store or can be ordered from online or other sources. Make certain that you purchase the Third Edition of Booth et al.

Additional materials, articles and readings will be put on electronic reserve (ERes) at Meriam Library, WebCT Vista, or handed out in class.

EReserve Limited Loan:

Course: **GEOG490**

Password: **SAGEN**

Style Sheet for the *Annals of the Association of American Geographers*

<http://aag.org/Publications/Annals/Annals%20Style%20Sheet%2040105.pdf>

Chicago-Style Citation Quick Guide (author-date system)

http://www.chicagomanualofstyle.org/tools_citationguide.html

How to Prepare an Annotated Bibliography:

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

Clifford, Nicolas J. & Gill Valentine. 2003. "Getting started in geographical research: How this book can help" In *Key methods in geography*, ed. Nicholas J. Clifford and Gill Valentine. London and Thousand Oaks: Sage Publications, pg. 1-16.

Rubenstein, J. M. 2008. "Chap 1: Thinking Geographically" in *The Cultural Landscape: An Introduction to Human Geography*, 9th Edition, pg 2-43.

Laurier, Eric. 2003. "Participant Observation" In *Key methods in geography*, ed. Nicholas J. Clifford and Gill Valentine. London and Thousand Oaks: Sage Publications, pp. 133-148.

Reid, Ian. 2003. Making observations and measurements in the field: an overview. In *Key methods in geography*, ed. Nicholas J. Clifford and Gill Valentine. London and Thousand Oaks: Sage Publications, pp. 209-222.

Creswell, John W. 2003. Chapter Two: Review of the Literature. In *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Second Edition*. London and Thousand Oaks, Sage Publications, pp. 27-48.

Perkins, Chris. 2003. Cartography and Graphicacy In *Key methods in geography*, ed. Nicholas J. Clifford and Gill Valentine. London and Thousand Oaks: Sage Publications, pp. 344-368.

Hay, Iain. 2003. Ethical practice in geographical research. In *Key methods in geography*, ed. Nicholas J. Clifford and Gill Valentine. London and Thousand Oaks: Sage Publications, pp. 37-53.

Optional materials:

Shuman, Michael H. 2006. *The Small Mart Revolution: How Local Businesses are Beating the Global Competition*

Other Information

The classroom should be a safe place where all ideas, as long as they do not include bigotry, intolerance or hatred, can be expressed freely and openly. Please listen to me and to other students, and frame your commentaries in the spirit of supportive and constructive criticism. Use non-sexist language when speaking and writing.

If there is evidence that you have been involved in any form of academic dishonesty, you may receive an “F” grade for the assignment or for the entire course, and a report will be provided to Student Judicial Affairs for further action. Please read the university’s guidelines on academic dishonesty below and see:

<http://www.csuchico.edu/catalog/cat05/2StudentServices/01sjd.html>

If you have a documented disability that may require reasonable accommodations, please contact Disability Support Services (DSS) for coordination of your academic accommodations. The DSS phone number is 898-5959 V/TTY or FAX 898-4411. Visit the DSS website at <http://www.csuchico.edu/dss/>.

Add/Drop information: Students are responsible for handling the paperwork for adding or dropping this class. After **February 2, 2007**, you will need special permission of instructor to add or drop classes. After **February 16, 2007**, you will need a compelling reason to add or drop any courses.

Academic Honesty

Faculty expects students to maintain a high standard of academic integrity. If you are unclear about a specific situation, ask your instructors. They will explain what is and is not acceptable in their classes.

If a student is thought to be cheating and charges are brought, a process is set in motion which can result in severe consequences, ranging from failure in an individual course to long-term suspension from the university and denial of a degree.

The examples below do not include all possible violations of the university's expectations, but they do give a good idea of behavior which will result in grade reduction, disciplinary probation, suspension, or expulsion from the university.

Plagiarism: Copying homework answers from your text to hand in for a grade; failing to give credit for ideas, statement of facts, or conclusions derived from another source; submitting a paper downloaded from the Internet or submitting a friend's paper as your own; claiming credit for artistic work (such as a music composition, photo, painting, drawing, sculpture, or design) done by someone else.

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Week 1: Jan 26 - 30

M Introduction to course

W Thinking geographically: What is geography? How do geographers describe where things are?

- Rubenstein pg 1-20 (ERes & Vista)

F Introduction to Civic Agriculture

- Lyson: Ch 1 & 2 (pg. 1-29)

Assignment: Journal writing: Write one to two pages about how agriculture in the US has evolved into an industrially organized, globally managed system. How might geographers represented some of the data contained in these chapters visually or graphically? Be prepared to discuss the chapters in class.

Turn in journal at end of class for grading.

Week 2: Feb 2 - 6

M Regions, scale, mapping and understanding interconnections and distributions in space

- Rubenstein: Finish Chapter 1: pg 20-43

In class assignment: Field Exercise #1: Field Orientation & Measurements: Finding yourself outside lead by Mike Commons

W Getting started in Geographical Research

- Clifford & Valentine (2003) “Getting started in Geographical Research: how this book can help” (Vista)
- Lyson: Chap 3 & 4 (pg 30-60)

Assignment: Journal writing: Write at least one page about how the geography of agriculture production changed since the early 1900s? Be prepared to discuss and/or demonstrate how data in these chapters might be graphically represented. Do you have any ideas about a research topic for your senior research project?

F Research Methods: Participant Observation

- Laurier “Participant Observation” pg 133-148 (Vista)

Discuss Field Lesson #2 due on Feb 13th:

Week 3: Feb 9 – 13

M Civic agriculture and community development

Lyson: Chap 5-7 (pg 61-end)

Assignment: Journal Writing: Write about your idea(s) for your research project. Find at least one scholarly article that pertains to your research topic. **Bring it to class.** Additionally discuss what is meant by the term *civic agriculture*? How does it differ from *production agriculture*? How can civic agriculture support and nurture local community development? Be prepared to discuss in class.

W Research, researchers and readers

- Booth: Part 1 (pg 3 – 27)

Field Lesson #1 Due: Email to Michael Commons at geogcommons@gmail.com

F Making observations in the field

- Reid: pg 209-222 (Vista)

Turn in Field Lesson #2 & scholarly journal article from Monday Feb 9th:

Field Exercise #2: Complete exercise 9.1 (page143) in Laurier. Choose a busy location that either serves, sells or grows food for your study area. Be sure and bring your field journal to record your field notes. Plan to spend 15 or 20 minutes observing and recording the activities. Write up your observations and turn them in on Friday Feb 13th with your hand written field notes and typed field report. Be sure and record date, time, location and conditions on field report. Type up your observations. [Bracket your opinions and thoughts]. Spend some time going through your field observations and look for patterns, trends or recurring themes. Conclude with summary of your findings.

Field Trip Friday February 13th from 1:00 to 3:00 p.m.

Meet at 1st Street and Ivy at 1:00 to carpool

1st stop: 1:00 – 2:00: G.R.U.B. 1525 Dayton Road

Max Kee and Mark Herrera

2nd stop: 2:00 – 3:00: Organic Vegetable Project at University Farm on Hegen Lane

Dr. Lee Altier, College of Agriculture and Kate Fughetti

Assignment: Bring your journal with you to take notes during the field trips. After the field trip, make an entry in your journal reflecting upon field trip. How do the types of activities engaged in by G.R.U.B. and The Organic Vegetable Project related to *civic agriculture*. Did any of the things introduced during the field trip give you ideas for your own research project?

Week 4: Feb 16 - 20

M **In class assignment:** Field Lesson #3: Soil sampling exercise using scientific method with Jason Cox

Turn in Field Journal at end of class for 2nd time.

W Your research topic: Asking Questions and Finding Answers -

- Booth et al Part II: pg 31-50
- How to prepare an annotated bibliography:
<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>
- Style Sheet for the Annals of Association of American Geographers & Chicago Style Quick Guide

Assignment: Write (type) at least two paragraphs about your (potential) research topic and **locate two sources** about your topic for in-class discussion. What kind of data will you collect? What methods will you use to best answer your question? Use the format on page 46 & 47 to frame your question. Turn in at beginning of class today.

Section 3.4:

- Step 1: Name Your Topic
- Step 2: Add an Indirect Question
- Step 3: Answer *So What?* by Motivating Your Question.

F The Small-Mart Revolution (video)

- Schuman: pg 1-62

Assignment: Turn in properly cited annotations of two articles.

Journal entry: Discuss and describe what Shuman uses two acronyms *TINA* and *LOIS*. What are some of the costs or short-comings of the *TINA* model for local communities? What are some of the benefits that Shuman attributes to the *LOIS* approach?

Week 5: Feb 23 - 27

M Developing your research topic: From Questions to Problems; From Problems to Sources

- Booth et al: Ch 4 & 5 (pg 51-83)

W Review of the Literature

- Creswell: Chap 2 (pg 27-48)

Assignment: Turn in annotated bibliography with four new citations (six total). Please make corrections to previous citations, if necessary

F To Be Announced – (Possible Methods Exercise)

Assignment: Project research question due via VISTA assignment portal

Week 6: March 2 - 6

M Making your research reliable

Booth et al Ch 6: Engaging Sources

W Communicating evidence visually with graphs, maps and tables

- Booth: Chap 15, pg 213-231

Field Exercise #3: In-class methods exercise with Warren Jenson

F Making Good Arguments

- Booth et al Part III: pg 105-138

Assignment: Project work plan due

Week 7: March 9 - 13

M **Present Research Proposal:** eight five-minute presentations

W **Present Research Proposal:** eight five minute presentations

F **Present Research Proposal:** four five-minute presentations

Acknowledgments and Responses; Warrants

- Booth et al Ch 10 & 11, pg 139-170

Assignment: Final Annotated Bibliography Assignment due (10 annotations) via VISTA.

Week 8: March 16 – 20 Spring Break – No Classes

Week 9: March 23 – 27 AAG – Las Vegas

M To Be Announced

W **Assignment:** Project literature review due. Submit through VISTA Assignment Portal and email one to pre-selected fellow student through VISTA email for peer review

F To Be Announced

Week 10: March 30 – April 3

M **In-class assignment: Discussion of peer-review of literature review.** You should have sent a copy of your literature review to one classmate via VISTA email and you should have received a copy from a classmate for your review. Your grade for this exercise requires both of these steps to be done!

W Planning, Drafting and Revising

- Booth Part IV: pg 173-212

Assignment: Final research question and revised work plan due

F Representing data graphically: Cartography & Graphicacy

- Perkins (Vista) pg 343-368

Assignment: Journal will be turned in for 3rd and last time this week. Day of week to be announced.

Week 11: April 6 – April 10

M Review & discussion of other papers (papers to be assigned)

Assignment: Revised literature review due - submit through VISTA assignment portal

W Review & discussion of other papers (to be assigned)

Assignment: Set of maps, tables and graphs due

F Introductions and Conclusions

- Booth et al Chap 16, pg 232-248
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Week 12: April 13 - 17

M First draft of paper due

Assignment: Draft paper due – submit through VISTA assignment portal and bring in a copy for peer review

W Telling Your Story Clearly – Revisions

- Booth et al Ch 17, pg 249-269

F In-class discussion of peer-review of draft paper

Assignment: Bring peer review of colleague's paper & turn in at end of class (guidelines on VISTA)

Week 13: April 20 - 24

- M Ethics in research – Booth pg 273-276
 - W Final Considerations
 - F No Class
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Week 14: April 27 – May 1 Presentations (12 + 3 question=15 minutes total)

- M 1. _____
2. _____
3. _____
 - W 4. _____
5. _____
6. _____
 - F No Class
-
-

Week 15: May 4 - 8

- M 7. _____
8. _____
9. _____
 - W 10. _____
11. _____
12. _____
 - F 13. _____
14. _____
15. _____
-
-

Week 16: May 11 - 15

- M 16. _____
17. _____
18. _____
 - W 19. _____
20. _____
 - F No Class
-
-

Finals Week: May 18 - 22

- M 10:00 – 11:50 Final paper due – attendance required.
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-

Assignments:

Field journal: 24 points

Purchase a small notebook for field notes during field trips, references, research ideas, questions and researcher reflection. Writing topics will be assigned periodically. Write in the journal frequently. Do not put off cataloging field notes as details may be forgotten if not noted immediately. Journals will be turned in three times during the semester.

Field Exercises: 40 points (5 field exercises @ 10 pts each, one will be counted as extra credit)

Research proposal presentation: 10 points

You will present a **very brief** description of your research proposal. This must be **NO MORE THAN FIVE MINUTES** in length. If you chose you use powerpoint, you are allowed no more than two slides for your presentation and slides must be submitted through VISTA by 5:00 the night before your presentation. **NOTE:** You are not required to use powerpoint).

Presentation Date:	Slides due via VISTA by 5:00 p.m.
Mon March 9 th	Sun March 8 th
Wed March 11 th	Tues March 10 th
Friday March 13 th	Thur March 12 th

Annotated Bibliography Assignment: 30 points total

In this assignment, you will read, analyze and write a detailed annotation about a total of ten scholarly research articles or chapters pertaining to your research topic. Further instructions will be provided.

- Feb 13th: Copy of scholarly article
- Feb 15th: Two annotations
- Feb 25th: Six annotations total - consisting of four new annotations, plus original two (corrected as necessary)
- March 13th: Ten annotations total – consisting of four new annotations plus original six annotations (corrected as necessary)

Letter Grade	% Grade		Point Spread 500 Possible Points	
A	95	100.0	473	500
A-	90	94.4	456	472
B+	87	89.4	448	455
B	84	86.5	418	432
B-	80	83.4	398	417
C+	77	79.4	388	397
C	74	76.4	368	387
C-	70	73.4	348	367
D+	67	69.4	333	347
D	60	66.4	303	332
F	Less than	60	Less than	302

GRADING RUBRIC FOR YOUR RECORDS

Assignment	Date Due	Graded?	Possible Points	Your Points	Cumulative Points
Field Exercises	#1 W Feb 11 #2 F Feb 13 #3 M Feb 16 #4 W March 4 #5 TBA	Yes	10 each 40 total NOTE: 10 pts extra credit possible		
Field Journal	F Jan 30 M Feb 16 TBA – Week 10	Yes	27 total		
Annotated Bibliography	F Feb 13: one article F Feb 20: 2 annotations W Feb 25: 6 annotations F Mar 13: 10 annotations	Yes	30 total		
Project research topic – 2 parag & 2 sources	W Feb 18	Yes	10		
Project research question	F Feb 27	*No	15		
Project work plan	F March 6	*No	10		
Present research proposal (5 min)	MWF March 9-13	*No	15		
Project literature review	W Mar 25 (draft) M April 6 (final)	*No Yes	15 25		
Peer review of classmate's lit review (2 parts)	M March 30	Yes	16		
Final revised research question & work plan	W April 1	Yes	15		
Set of maps, tables & graphs	W April 8	*No	12		
Project draft paper	M April 13	Yes	20		
Peer review of classmate's paper (2 parts)	F April 17	Yes	20		
In-class Presentation	Wks 14, 15 & 16	Yes	30		
Final Project/Paper	M 5/19	Yes	200		
TOTAL POINTS			500		

***NOTE: Credit/no credit materials must meet minimal standards to receive points.**

NOTE: 510 points are possible = 500 points + 10 points extra credit

NOTE: You must receive 348 points minimum or better for course to count towards graduation.