

# GEOG 315:

## Explanation and Understanding in Geography (5 Credits)

Spring 2020  
SLN 14738  
Online

### Teaching Team

Name (Pronouns)	Contact	Role	Office Hours Time	Office Hours Meeting ID
Julian Barr (He/Him)	jubarr@uw.edu	Instructor	Fridays:  11am-12pm: drop-in group office hours  12pm-1pm: drop-in one-on-one meetings  Or by appointment	Group: <a href="https://washington.zoom.us/j/503959867">https://washington.zoom.us/j/503959867</a>  One-on-one Meetings: <a href="https://washington.zoom.us/j/299456290">https://washington.zoom.us/j/299456290</a>  By Appointment: Will email Zoom ID
Rob Anderson (He/Him)	anderrm@uw.edu	TA- AA and AB	Thursdays:  2pm-3pm: drop-in group office hours  3pm-4pm: drop-in one- on-one meetings  or by appointment	Group: <a href="https://washington.zoom.us/j/126893231">https://washington.zoom.us/j/126893231</a>  One-on-one: <a href="https://washington.zoom.us/j/693497292">https://washington.zoom.us/j/693497292</a>
Samantha Thompson (She/Her)	spthomps@uw.edu	TA- AC and AD	Wednesdays:  9:30am-10:30am: drop- in group office hours  10:30am-11:30pm: drop-in one-on-one meetings  Or by appointment	Group: <a href="https://washington.zoom.us/j/911810093">https://washington.zoom.us/j/911810093</a>  Individual: <a href="https://washington.zoom.us/j/106504198">https://washington.zoom.us/j/106504198</a>

## Course Description and Objectives

In this course you will be doing an in-depth engagement of the research process in the discipline of Geography and the social sciences broadly. For Geography majors this course serves as a sort of “introduction” to understanding the field of human geography and to explain how Geographers do what we do. We will go through the entire research process from initial topic brainstorming to deciding which qualitative, quantitative or mixed methods are most appropriate. You will also be developing your skills in researching academic literature, writing literature reviews, developing a basic understanding of various methods, and designing a research project. The project of this course is primarily focused on developing a literature review on a topic of your choice. You will also be asked, if you were to actually do this research, to evaluate possible methods to deploy the research. However you will not be actually doing the research in this class, only designing a possible project after identifying a gap in the research.



By the end of this course students will be able to...

1. Design their own geographic research for advanced geography classes and future careers.
2. Critically evaluate research literature and the research design of others.
3. Effectively justify your own research design decisions while considering ethics and responsibility.
4. Understand the differences between quantitative and qualitative methods and theoretical approaches in Geography
5. Write clearly and concisely about complex issues and research.
6. Deeply engage with concepts within the discipline of geography and scholarship examining issues at various geographic scales.

This course fulfills Writing (W) credit.

All readings will be made available on Canvas.

## Teaching Philosophy

The teaching philosophy of this course is informed by an anti-racist critical pedagogy approach that highlights the struggles, and includes the voices, of the oppressed. I primarily draw on the *Pedagogy of the Oppressed* (Freire 1970) for guidance. Critical pedagogy acknowledges that language and knowledge production is diverse and that we cannot privilege Eurocentric perspectives, which can be oppressive to students, especially those students learning English, students with disabilities, and students whose prior education was limited. Critical pedagogy tells us to create an environment of learning where the student and teacher are co-learners. So, we aim to be co-learners with all our students, and we are here to listen to your uncertainties around learning and help you establish realistic goals for individual success.

### **Assignments and Grading Outline (100% Total)**

- A. Discussion Posts (20%): Graded on completion out of 3 points. 2 points for your first post and 1 point for your second.
- B. Weekly Quizzes (20%): Each quiz is out of 10 points.
- C. Literature Review Project (40%):
  - a. Assignment 1: Topic Proposal (5%)
  - b. Assignment 2: Annotated Bibliography (5%)
  - c. Assignment 3: Literature Review Draft One (10%)
  - d. Assignment 4: Peer Review (5%)
  - e. Assignment 5: Literature Review Final Draft (15%)
- D. Methods Reflection: (20%)
  - a. Assignment 6: Methods Comparison Paper

### **Course Calendar**

<b>Week</b>	<b>Dates</b>	<b>Topic(s)</b>	<b>Assignments Due*</b>
1	March 30-April 5	-Course Introduction -Geography, what is it?	
2	April 6-April 12	-Science and Research -Thinking like a Researcher -Research Question	Assignment 1 Due Sunday April 12th
3	April 13-April 19	-Research Process -Theoretical Approaches -Literature Review	
4	April 20-26	-Research Design -Measurement and Sampling -Plagiarism and Citation	Assignment 2 Due Sunday April 26th
5	April 27- May 3	-Ethics of Research -Experiments -Lit. Review: Making an Argument	
6	May 4-May 10	-Survey Research -GIS Analysis	Assignment 3 Due Sunday May 10th
7	May 11- May 17	-Peer Review -Interviewing	Assignment 4 Due Sunday May 17th
8	May 18- May 24	-Ethnography	
9	May 25- May 31	-Unobtrusive Research	Assignment 5 Due Sunday May 31st
10	June 1- June 7	-Politics of Research	
11	Finals Week	-No Final Exam	Assignment 6 Due Wednesday June 10th

\*All assignments due by 11:59 PM

## **Weekly Course Structure**

*Course Structure.* For Spring Quarter, this course will be fully online via Canvas due to the COVID-19 Outbreak. This course will not use live lectures and is intended to be completed on your own time every week. For each weekly module on Canvas you will find a set of readings, lectures, and other content. Most of the time, unless noted, you can go through the content in whatever order works for you. Then AFTER you go through that week's content you will need to complete a weekly Discussion Post and a Weekly Quiz, see below for more information. We will post the module for the week every Monday and you should complete everything by Sunday. You will not be able to proceed to the next module until the previous week's quiz and discussion are completed. This makes sure you will not fall behind and stay on track every week. Assignments are also to be completed by Sunday unless noted, see the course calendar for due dates.

*Discussion Posts.* Every week you will be posting two discussion posts. The first post is your response to a set of weekly prompts based on that week's content. Your first post should be 250-500 words, unless noted otherwise. These posts are meant for you to show application of course concepts and to ask questions. Every week these posts will look different and will range on time to complete.

The second post will be your response to two of your classmates. Your second post should be a brief 150-300 word post responding to two classmates, you have to name the classmates you're responding to. Your discussion groups are based on the sections you originally enrolled for. These posts are graded based on completion and effort in answering the prompt. Discussion posts should be completed by Sunday by 11:59 PM.

*Weekly Quizzes.* At the end of each weekly module you will find a weekly quiz. The quiz is based on all of the content from that week, unless noted. So please make sure you do the quiz last. Each quiz will be 8-10 questions long and you have 60 minutes to complete it. Quizzes are open-book and you can only take a quiz once. Sometimes a question might be a fill-in-the-blank or short answer. Canvas will automatically grade these and sometimes will mark fill-in-the-blank or short answer incorrectly because of misspelling or other issues. Please do not panic, the TAs will check the weekly quizzes for correct grading, we know not to trust Canvas completely. Quizzes should be completed by Sunday by 11:59 PM. Your lowest quiz grade will be dropped at the end of the quarter.

## **Course Policies**

*Office Hours.* All office hours will be held via Zoom. The instructor and TAs will each have two set office hours. The first hour will be open as group office hours where folks can freely join and the idea is that we can connect as groups. The second office hour will be only one-on-one and we will let students in one at a time to have private conversations. Please see the "Teaching Team"

section for time and Zoom meeting IDs. We are also available by appointment, just email the instructor or your TA and we will set up a time.

*Safe Space.* In this course we will discuss research tied to social problems especially issues of inequality and sometimes these issues will be controversial in nature. This classroom aims to be a safe space for both students, the instructor and the TAs. Please be respectful to the instructor, TAs, and your fellow classmates. This includes all interactions digitally via email, Canvas, and other platforms. Hateful speech and language directed toward a person or group of people will not be tolerated. This includes, but is not limited to, language that can be considered racist, sexist, xenophobic, islamophobic, ageist, homophobic, transphobic, derogatory toward immigration status, ableist, etc. If you are not sure if something might be offensive, then it is probably best to not say it. I want to encourage open discussion and communication in the digital classroom, but we also have to be respectful to each other. Any student deemed to be breaking this policy will be limited in their class communications.

*Communication.* You are required to use your University of Washington email or Canvas for communication with the instructor, TAs, and colleagues for this course. Please check your email and Canvas daily for messages about the course including any announcements or changes. We would ask that you email both the instructor (Julian) and/or your TA (Rob and Samantha). Please check you are emailing the correct TA for your quiz section. Please feel free to communicate through email or Canvas at any time with questions, concerns, thoughts, etc. We will respond, however please give at least 48 hours (Monday-Friday). If after 48 hours you have not heard from us, please resend.

*Grading.* All assignment grades will be posted to Canvas as soon as possible. After carefully reading and taking time to consider the comments, if you have an issue with a grade, please feel free to contact the TA 24 hours after you receive the grade. However, you are required to give a detailed written explanation of your concerns regarding the grade received and be specific. Your TA will consider the request and possibly consult with the other TA and/or instructor. After re-evaluating your assignment, your TA has every right to deny increasing the grade and we ask you to respect that decision. You must communicate grade concerns within two weeks of receiving the grade.

*Course Grading Scale.*

$\geq 99\% = 4.0$	$\geq 92\% = 3.4$
$\geq 98\% = 3.9$	$\geq 91\% = 3.3$
$\geq 97\% = 3.8$	$\geq 90\% = 3.2$
$\geq 96\% = 3.7$	$\geq 89\% = 3.1$
$\geq 95\% = 3.6$	$\geq 87\% = 3.0$
$\geq 93\% = 3.5$	$\geq 86\% = 2.9$

≥ 85% = 2.8	≥ 70% = 1.6
≥ 84% = 2.7	≥ 69% = 1.5
≥ 83% = 2.6	≥ 68% = 1.4
≥ 81% = 2.5	≥ 67% = 1.3
≥ 80% = 2.4	≥ 66% = 1.2
≥ 79% = 2.3	≥ 64% = 1.1
≥ 78% = 2.2	≥ 63% = 1.0
≥ 77% = 2.1	≥ 62% = 0.9
≥ 75% = 2.0	≥ 61% = 0.8
≥ 74% = 1.9	≥ 60% = 0.7
≥ 73% = 1.8	≥ 59% = 0.6
≥ 72% = 1.7	

*Late/Makeup Assignments.* We will accept late assignments with a penalty of 5 points per day for up to two weeks after the due date. If you know your assignment will be late please let us know before the due date. Remember, a late grade is always better than no grade. If you need an extension on a due date, please contact us before the due date if possible. Extensions are given on a case-by-case basis by your TA.

*Academic Honesty.* UW has guidelines on how to respond to suspected cases of academic dishonesty (i.e. cheating). These cases include plagiarism (using someone else's work or words without giving due credit, including that of other students past and present) in written assignments. You should familiarize yourself with these guidelines outlined in the Student Conduct Code (see <http://www.washington.edu/cssc/for-students/academic-misconduct/>).

We acknowledge that plagiarism can be understood differently in various cultures; however, we will be following the UW definition of academic dishonesty in this course. Always cite your work when using other people's ideas or words. We will discuss this more in class and we will give you instructions on avoiding plagiarism. If ever in doubt if something is considered plagiarism or cheating, please ask us. Students caught cheating or committing plagiarism on an assignment or exam will be given a reduced grade on the assignment the first time. The second offense will result in an automatic zero on the assignment and the third offense will result in a zero for the course. All incidents of plagiarism or cheating will be reported to administration.

*Religious Accommodations.* "Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#)." However, if you do not feel comfortable with this form please see us and we will accommodate as needed.

## Student Resources

*Student Technology Loan Program (STLP).* “The Student Technology Loan Program allows students to borrow laptops, cameras, projectors, and other equipment for free. To be eligible for our program you must be enrolled for the current quarter at the Seattle campus.” For more information including a list of equipment and reservation form please visit: <https://stlp.uw.edu>. The program is still operational Spring Quarter with some changes, for more information [click here](#).

*Writing and Learning Support Resources.* The Odegaard Writing and Research Center (OWRC) offers free, one-to-one, 45-minute tutoring sessions for undergraduate writers in all fields at the UW. They will work with writers on any writing or research project, as well as personal projects. For more information or to schedule an appointment, please see their website (<https://depts.washington.edu/owrc>). For Spring Quarter, all appointments are online.

*CLUE Writing Center.* “If you are an undergraduate student at the UW Seattle campus, we are available to work with you. We can be of help during any stage in the writing process, including: Starting, Drafting, Revising, Researching, and Polishing. We will not proofread or edit a paper for you, but we will either teach or help you learn how to find and correct errors in punctuation, usage, and grammar. Whether you need help talking through ideas, honing an outline you've been working on, evaluating a draft mid-composition, or looking through a final draft—we're confident we can help you write more efficiently and effectively.” For more information please see the [CLUE Website](#). For Spring Quarter, all appointments are online.

*English as an Additional Language.* Please let us know if English is an additional language for you so that together we can figure out how to make the course as manageable as possible for you. Also please consult this [helpful guide](#) from the UW Center for Teaching and Learning for resources.

*Disability Resources.* Your experience in this class is important. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations at your earliest convenience so we know your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](https://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

*Counseling Center.* The Counseling Center offers short-term, problem-focused counseling to UW students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled students. The Counseling Center is providing all services via secure Zoom. Please call 206-543-1240 during regular business hours to access

services. Additional information can also be found by visiting <https://www.washington.edu/counseling>.

*Library Resources.*

[UW Libraries Search](#)- find and get items from the UW Libraries and its SUMMIT partners.

[Borrowing information \(Links to an external site.\)](#) - learn about loan periods, check out policies, and more.

[UW GIS Resources](#)- guide to geospatial data and GIS resources at UW

[Audio & Video \(Links to an external site.\)](#) - guide to media resources within the collection.

[Find It \(Links to an external site.\)](#) - guide to finding other types of information in the Libraries

[Ask Us \(Links to an external site.\)](#) - get in touch with UW librarians by phone, email, or 24/7 chat.

[Articles & Research Databases \(Links to an external site.\)](#) - browse a full list of UW Libraries databases by title.

[E-Journals \(Links to an external site.\)](#) - search for UW Libraries e-journals by title, title keyword, or subject.

[E-Newspapers \(Links to an external site.\)](#) - guide to electronic newspapers within the UW Libraries collection.

*COVID-19 Outbreak Resources.* For COVID-19 Outbreak resources, please see the COVID-19 Outbreak Resources document on the course Canvas page.

*Other Resources.* For a more extensive list of UW resources, please see the UW Resources for Students document on the course Canvas page.