Geography 766  
Geographical Inquiry and Analysis  

Fridays 1:15-3:15pm  

Instructor: Matthew Turner  
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Office Hours: T 11am-12 p.m. R 1-2pm, or by appointment

Course Description

This course is open to first-year Masters students in Geography and undergraduate majors with junior standing pursuing the “Honors in the Major” designation. The course is designed to assist participants in developing their research proposals (for Masters or Honors Theses). Course activities will include a mix of discussions, in-class presentations, and written assignments. Together these activities will provide participants with guidance and feedback on the steps leading to a final thesis proposal. Topics covered include the development of research questions; research ethics; research design and methodologies; proposal format and preparation; and research planning. While research design and methodology issues are considered in this class, their treatment is necessarily broad and general, focusing on overall research design issues to ensure that the mix of methodologies utilized will sufficiently address the research problem. To learn about more specific research methodologies, students are urged to work with advisor(s) and take relevant methods courses. Materials to be examined in the course include previously completed master’s theses, previous proposals for thesis research, and relevant scholarly publications and resources in geography.

While the primary goal of the semester is the development of strong M.S. and Honors Thesis proposals, the skills you develop in this course will benefit you throughout a range of career trajectories.

My Role as Instructor

My goal is to assist, along with your advisor, with the development of your research ideas into an interesting and achievable design to the best of my ability. I bring to the course a passion for supporting you all in this endeavor and considerable experience as a “people-and-environment” geographer with application experience in Cart/GIS. As such, I know enough about each of your fields to ask informed, nonspecialist questions. I will do so in the spirit that all successful proposals should be understandable and persuasive to geographers outside of your specialty area (e.g. NSF review panels). This said, the advising responsibility for your proposal rests with your advisor (and committee members). If suggestions that I happen to deviate from those of your advisor, please let me know.

Course Requirements

The primary requirement is the completion of an advisor-approved proposal for thesis research. The following written work building toward a final proposal will include: a 2-5 page literature review plan (updated from 765 assignment and due January 29); a 6-8 page preliminary proposal (due February 26), 2-3 page research questions-to-design essay (due March 18); a full-length draft proposal for the seminar (due April 22), and a final, advisor-approved proposal (due May 14). Students are also required to give an oral presentation of the proposal and are expected to participate fully in each of the weekly seminars. Readings and short writing assignments are scheduled for most weeks. Several readings are chosen according to student interests. Undergraduate honor’s thesis students are expected to prepare a seven-page, advisor-approved proposal by May 14.
# Course schedule by week (some details might change for Weeks 9-12)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required reading</th>
<th>Assignment due (by start of class)</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 22</td>
<td>Introduction. Tips on finding and organizing references, Tom Tews, Head Librarian, Geography Library</td>
<td>None.</td>
<td>Come prepared to give your ‘elevator’ speech, that is 2-3 min. about your academic background, professional interests &amp; semester goals.</td>
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Honors students: upload questionnaire into dropbox  
*Optional:* Proposal for Graduate School’s Research Travel Award due on January 31<sup>st</sup> (also April 30<sup>th</sup> – see below) |
| 3    | Feb 5    | Reflections on prior thesis.                                          | M.S. students: Review 3 theses, 1 in depth  
Honors students: Review one thesis in depth.  
All come prepared to share thoughtful reflections on 1. All upload into dropbox one page of key points & questions about 1 thesis. |                                                                                   |
| 4    | Feb 12   | Research ethics – HSP submission.                                     |                                                                                 | Complete CITI human subjects training (forward MT proof of completion). If appropriate, set target date for human subjects protocol review. |
| 5    | Feb 19   | Insights from prior proposals                                         | M.S. students: Review 3 prior M.S. thesis proposals, 1 in depth  
Honors students: Review one honors thesis proposal in depth  
Upload into dropbox one page of key points &/or questions about your in-depth review of one proposal. |                                                                                   |
| 6    | Feb 26   | Insights from prior proposals (cont)                                  | M.S. students: Write a 6-8 page preliminary proposal (all but Methods section). Upload into dropbox  
Honors students: TBA                                                               |                                                                                   |
| 7    | March 4  | Discussion and peer feedback on preliminary proposals.                | M.S. students: Read and provide feedback on a peer’s preliminary proposal.  
Honors students: TBA  
*Optional:* 500-word proposal for Trewartha Graduate Research Award due on March 7<sup>th</sup> |                                                                                   |
| 8    | March 11 | Qualitative, quantitative & mixed method approaches.                 | Peer’s preliminary proposal (cont).                                             | M.S. students: Provide peer (classmate) feedback on preliminary proposal (cont)                   |
| 9    | March 18 | Choosing methods for your research.                                   | TBA                                                                             | M.S. students: Write a questions-to-design essay.  
Honors students: Write a 4-6 page preliminary proposal (all but Methods section).  
Both upload to dropbox                                                             |
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>March 25</td>
<td>SPRING BREAK – No Class</td>
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<tr>
<td>April 1</td>
<td>AAG MEETINGS – No Class</td>
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<td>April 8</td>
<td>Discussion and peer feedback on research design. Planning your research activities. Tips from other grads.</td>
<td>TBA (Methods modules)</td>
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<tr>
<td>April 15</td>
<td>Planning your research activities</td>
<td>TBA (Methods modules)</td>
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<tr>
<td>April 22</td>
<td>Oral presentations (if necessary)</td>
<td>M.S. Students: Write a full-length DRAFT proposal. Upload into dropbox</td>
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<tr>
<td>April 29</td>
<td>Oral presentations.</td>
<td>Honors students: Write a full-length DRAFT proposal. Upload into dropbox</td>
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<td></td>
<td>Present proposal in class (25 minutes including time for questions).</td>
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<td></td>
<td>Optional: Proposal for Graduate School’s Research Travel Award due on January 31st (also April 30th – see below)</td>
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<tr>
<td>May 6</td>
<td>Oral presentations</td>
<td>Present proposal in class (25 minutes including time for questions)</td>
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<tr>
<td>May 13</td>
<td>FINALS - No Class</td>
<td>Submit advisor-approved proposal by 5/14.</td>
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**Grading policy:**
You’ll be graded on 210-220 points (M.S. students) or 200-210 points (Honor students).

55 pts for ‘participation’ Basically…How much did you enrich the learning experience of your fellow 766-ers?

25 pts for attendance. (You can’t enhance your peers’ learning experience if you are not present!) One absence during course of semester is ok (you can still get full 25 pts). >1 absence: -5 pts per session missed. Come talk to me asap if you anticipate >1 absence.

30 pts for quality of engagement in discussions. Guide (approx.): **30 pts** for insightful comments, suggestions and/or good questions at every session, student demonstrates s/he has read assignment material and thought about it. **25 pts** insightful comments, suggestions or good questions at more than half of every session. **20 pts** (same as above at half of sessions). **15 pts** insightful comments or good questions at fewer than half of sessions. Come talk to me asap if you are concerned about engaging in group discussions.

70-80 (Honors students) or 80-90 (M.S. students) points for individual work.

Pass/fail 10 pts for each of these assignments (or alternate Honors assignment, as appropriate)

a. literature review plan (M.S. students)/research topic questionnaire (Honors students)

b. review 3 Geography thesis projects, discuss 1 in class & upload 1 page of key points
c. complete CITI human subjects training (not required for those absolutely sure they will not engage with human subjects!, these individuals will be graded on 10 pts less)
d. review 3 Geography proposals, discuss 1 in class & upload 1 page of key points
e. write a preliminary proposal (all but Methods section)
f. Review a classmate’s preliminary proposal or (alternate assignment) in writing and orally in seminar (email your feedback to your classmate and cc me)
g. write a 2-3 page research questions-to-design essay (M.S. students)
h. write a full-length draft proposal
i. present proposal or research report in class (15 minute presentation, 10 minute Q&A)

75 points for the final proposal (in consultation with thesis advisor)

Late policy: for all assignments, 2 pt per day deducted if turned in late w/o my prior approval. Exception: no late penalty if your advisor is late providing his/her approval on your final proposal. However, I can’t give you credit for seminar until your advisor signals his/her approval.

Recommended Texts (Not Required)

Cronon, W. et al. 2009. Learning to do Historical Research. A Primer for Environmental Historians and Others. (ON ELECTRONIC RESERVE)


