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**COURSE OUTLINE**  
**GEOGRAPHIC RESEARCH DESIGN AND PRACTICE**

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**Office Hours:** Tuesdays 3:30pm – 4:30pm

**Office Location:** DTB A237

**Contact:** [chrisbone@uvic.ca](mailto:chrisbone@uvic.ca)

**Lecture:** Thursdays 4:30 – 7:30pm, DTB B215

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

**COURSE DESCRIPTION**

Examines key strategies of geographic research design and practice. Students participate in weekly seminar discussions focused on developing knowledge for designing graduate research projects and enhancing research and career skills. The course aims to build upon knowledge acquired in Geog 500A with the goal of developing a polished research proposal (Master's Students) or scoping document (PhD Students).

**KEY THEMES:** Research paradigms in Geography; research proposal writing; research ethics; professional development.

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**REQUIRED TEXT(S)**

Gomez, B., & Jones III, J. P. (Eds.). (2010). *Research methods in geography: A critical introduction* (Vol. 6). John Wiley & Sons.

**LEARNING OUTCOMES**

- Develop a high-level perspective of knowledge frameworks and research paradigms in Geography
- Understand the reason and importance for conducting geographic research
- Define methods for sampling, measuring, and interpreting geographic data and information as related to student's own research projects
- Acquire necessary skills for designing research projects and writing a proposal
- Develop professional skills and tools for academic and non-academic careers

## EVALUATION

Research Portfolio	30%
Research Proposal/Scoping Document	40%
Conference Organization and Presentation	20%
In-class/Online Participation	10%

## GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	90-100% 85-89% 80-84%	<b>Exceptional, outstanding and excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
<b>B+</b> <b>B</b> <b>B-</b>	6 5 4	77-79% 73-76% 70-72%	<b>Very good, good and solid</b> performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
<b>C+</b> <b>C</b>	3 2	65-69% 60-64%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
<b>N</b>	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

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## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)

## BRIGHTSPACE

Please visit the course site on Brightspace for information on course readings, assignments, and announcements.

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## POLICY ON LATE ASSIGNMENTS

Late assignments will not be accepted without consultation and approval from the instructor.

## **POLICY ON ATTENDANCE**

Students are required to attend lecture each week. Contact the instructor if you are not able to attend for extenuating circumstances. Absences from lecture will result in a deduction in participation grade.**ACADEMIC INTEGRITY**

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

**Policy on Academic Integrity:** [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html)

If you have any questions or doubts, talk to me, your course instructor. For more information, see [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

## **ACCESSIBILITY**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible ([uvic.ca/services/cal/](http://uvic.ca/services/cal/)). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## **POSITIVITY AND SAFETY**

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

## **SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC**

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [uvic.ca/svp](http://uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119  
Phone: 250.721.8021  
Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)  
Web: [uvic.ca/svp](http://uvic.ca/svp)

## **COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed online and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this activity during the course.

## WEEKLY CALENDAR

WEEK	DATE	
1	January 10	The Research Process
2	January 17	Defining Your Research Identity
3	January 24	Defining Your Research Framework
4	January 31	Creating an Effective Research Question
5	February 7	Determining What Data You Need and How to Collect It
6	February 14	Defining Your Methods and Methodology
7	February 21	Reading Break – No lecture
8	February 28	The Politics and Ethics of Research
9	March 7	Writing Your Research Proposal
10	March 14	Creating and Maintaining a Research Portfolio
11	March 21	Giving a Great Presentation
12	March 28	Life Inside and Outside of Academia
13	April 4	Conference Week

\* February 28<sup>th</sup> is last day for adding courses and the last day for withdrawing without penalty of failure.

## DELIVERABLES

### Research Portfolio (30%)

Students are responsible for creating a digital portfolio of their research. The portfolio can be created in Word Press (UVic has a license for this) or in any other website hosting service. At a minimum, the portfolio will include the following details:

- Your three lines that introduce who you are and what you are doing
- A detailed bio about yourself and your research interests using terminology and constructs from the course readings
- An infographic depicting your research
- An accessible article about your research project
- A link to a current CV and resume
- Links to at least one external academic networking site that hosts your information

These items will be discussed throughout the term, and students will have an opportunity to share and receive feedback from their peers and the course instructor.

Due: Monday, April 3<sup>rd</sup> at 11:59pm

### **Research Presentation and Conference Organization (20%)**

Students are responsible for providing a 10-minute presentation on their proposed research project to the department during Graduate Student Conference Day on Friday, April 7<sup>th</sup>. Presentations should follow guidelines provided in the course, and time will be provided for students to give practice presentations to their peers during the term. In addition, all students in the course are responsible for both the organization and delivery of Graduate Student Conference Day. This includes advertising the conference to the department, organizing the list of speakers, organizing food and beverages, booking and organizing the room, and facilitating the conference on April 7<sup>th</sup>. A list of roles and responsibilities will be collectively developed during the term; and all students are responsible for ensuring the success of the conference.

### **Research Proposal/Scoping Document (40%)**

The final deliverable of the course is either a Research Proposal (Master's Students) or Scoping Document (PhD Students) that defines your research intentions for your graduate degree. During the term we will cover all the necessary components of a proposal, as well as tools for writing a successful, manageable, and compelling research proposal. It is the responsibility of the students to integrate these components into a single document that they will share with their supervisors and committees for advancing to the next stage of their degree.

It is expected that each student will work with their own supervisor on developing the content of their proposal/scoping document. Geog 500B is intended to provide students with a structure and tools for writing a proposal, and the student and supervisor are responsible for creating the content that goes into that framework.

Due: Friday, April 14<sup>th</sup>

### **DISCLAIMER**

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

### **NOTE:**

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* [uvic.ca/services/counselling/](http://uvic.ca/services/counselling/)

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* [uvic.ca/services/health/](http://uvic.ca/services/health/)

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* [uvic.ca/services/cal/](http://uvic.ca/services/cal/). *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.* [uvic.ca/services/indigenous/students/programming/elders/index.php](http://uvic.ca/services/indigenous/students/programming/elders/index.php)