

**GEO6093.01**  
***Professional Development / Ethical Practice for Geographers***  
**Spring 2014, Bellamy 317**  
**Wednesday, 2:30-5:00**

Dr. Joseph Pierce  
Office: Bellamy, Room 305  
Office Hours: Tuesdays, 12:00-2:00 / by appointment  
Email: [jpierce3@fsu.edu](mailto:jpierce3@fsu.edu)

---

**Course Description**

This course is designed to help you become a professional geographer and to make the difficult choices we expect professionals to make. The geography program at FSU already requires that you take courses in the history of the discipline and research design, so this course steps lightly in those areas. Instead, we will focus on the kinds of soft skills, balancing perspectives, and development activities that make you visible and responsible as a professional. At the end of the semester you should have preliminary answers to the following questions:

- 1) **What are the different public faces of professional geographers?**
- 2) **What are common pitfalls that keep geographers from their professional goals, and how can they be avoided?**
- 3) **What are the relationships between “professional practice” and “ethical practice?” How are these relationships different in and out of academia?**
- 4) **What skills and knowledge do I, personally, need to develop in order to be a competent, hireable, and ethical practitioner?**

We will spend the semester exploring these questions in the domains of undergraduate education, graduate education, grant writing, research, dissemination, the hiring process, public sector engagement, and private sector engagement. Within each area we will discuss the intersection between common practice, ethical/appropriate practice, and professional success (as defined in your own terms, though shaped by our expectations as a department).

**Required Readings**

There are no required book purchases for this course. All readings will be provided via blackboard (or cited with the expectation that you will find them yourselves).

**Assignments and Grading**

All written assignments should use the following format: 12 point Times New Roman, double spaced, 1 inch margins, with a single-spaced heading that includes the assignment name, date turned in, and your name on the first line, with the title of the piece on the second. Reading Response papers (see below) should be roughly 1000 words, or about 4

full pages plus references. Speaking of references: All references should be in either Annals of the AAG (preferred), APA, or MLA style. Be consistent with your choice. All written work should be thoroughly referenced.

Reading Response Papers: Reading Response Papers (“RRPs”) are due each week *before* class begins—in other words, you should write the paper about the current week’s readings before we discuss them in class. **You owe me four (4) RRP’s over the course of the semester at your discretion.** My advice to you is not to use your breaks too early.  
**RRP Grade: 40%**

Dissemination Presentation: Each student will give a 20 minute time slot presentation on a research topic of their choice. This talk should be as though for presentation at a major conference (say, the Annual Meeting of the AAG in Tampa). **DP Grade: 15%**

Job Talk Critique Paper: We will be having three candidates to campus for job talks this spring. You are expected to attend all of these talks (including opportunities for graduate students to meet and engage with the candidates), and will write a 2500-2700 word (plus references) reaction to the style and substance of the presentations. More detailed guidance will be given later, but the goal of the paper is to develop a sense of your own stance and style for interviews and interview presentations. **JTCP Grade: 20%**

Ongoing Class Participation: Student participation in class discussions is critical to the function and success of this course. Being in class, on-time, prepared and in an appropriate head space to actively engage with your classmates is an important element of your evaluation. I expect you to have read all of the assigned readings each week; to have *opinions* about those readings beyond whether or not you liked them; regularly participate in discussion. **You cannot do well in this course if you do not participate productively and regularly in discussion.** Some weeks, a subgroup of students will be assigned to digest and present the readings for that session. I cannot stress enough that this does not change each student’s obligation to come to class prepared to discuss each and every reading.  
**Participation Grade: 25%**

**A word about grading:** As is true for many of my colleagues, I try to guide students regarding what qualifies as good without setting an outer bound for what is excellent. We will discuss in further detail what I am seeking in each of these assignments as they approach, but what I value most is your creative engagement with reading materials and the various assignments as a vehicle for learning. I urge you to make assignments your own by *discussing with me* outside of class whether your proposed approach will satisfy the requirements of the assignment.

Numeric grades on assignments will translate to letter grades on the following scale:

92 to 100.0% = A	77 to 79 = C+
90 to 92 = A-	73 to 76 = C
87 to 89 = B+	70 to 72 = C-
83 to 86 = B	60 to 69 = D
80 to 82 = B-	0 to 59 = F

Note that a B is the minimum grade for credit within either the M.A. or Ph.D. program.

### Class Policies

**Classroom Ground Rules:** Every student deserves an academic environment in which they are free to intellectually explore and participate in discussion safely and comfortably. All students are expected to abide by basic ground rules and avoid disparaging or inflammatory comments to their classmates.

**Classroom Technology:** Mobile phones, texting, email, messaging, facebook, etc.—any personal communication or use of technology for non-classroom purposes—is not permitted. I reserve the right to prohibit the use of laptops, tablets, etc. in the classroom if I have concerns regarding focus and attention to class activities. Classroom technology is a privilege! Don't ruin it for your classmates.

**University Attendance Policy:** Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not *arbitrarily* penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. That noted, keep in mind that, as per university policy, the decision to evaluate and accept or decline documentation of illness or crisis ultimately remains the right of the instructor.

**Assignment Submission:** All assignments should be submitted electronically via Blackboard. **Assignments will not be accepted late**, where late means after the scheduled beginning of class for that week. Please do not test me on this. The point of the papers is for you to organize your thoughts without the prior benefit of class discussion; I simply will not accept them after the discussion begins.

**Late Work:** Timely submission of assignments is key to the smooth functioning of the class. If a catastrophic injury (falling pianos, aftermath of being tied to railroad tracks, etc.) forces your absence from class, I may consider your late assignment with substantial penalty *at my discretion*. Grade disputes must be addressed to the instructor *within two weeks* of the grade being posted online; you are responsible for keeping up with your grades as they are posted to the course website.

**Academic Honor Policy:** The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures

for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

**Free Tutoring from FSU:** For tutoring and writing help in any course at Florida State University, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu) for more information. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Americans With Disabilities Act:** Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University, Tallahassee, FL 32306-4167  
(850) 644-9566 (voice), (850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu) <http://www.disabilitycenter.fsu.edu/>

**Syllabus Change Policy:** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with notice.

---

*Syllabus continues with course schedule on the following page.*

## Course Schedule for Professional Development / Ethical Practice

Each week we meet once except as interrupted by holidays and conferences. You are expected to have read all of the assigned material before that class session; any written assignments are due *before* the beginning of the session unless otherwise noted. In other words, if you turn in an RRP for week three, you must submit it before I begin addressing the class on the Thursday of that week.

For some sessions, a few students may be assigned responsibility to present specific readings or groups of readings. *Everyone* must still *complete and be prepared to discuss* all assigned readings.

### **Week One: Introduction & Discussion of Disciplinary Practice (Jan 8)**

*Key Questions:* What is on the syllabus? What are the domains of practice in the discipline of geography?

### **Week Two: Defining Professionalism and Professional Ethics (Jan 15)**

*Key Questions:* What is a discipline? What is professionalism? How does “ethical practice” relate to the project of being a professional and/or building a discipline?

*Readings:*

- **Harman et al.** Balancing scientific and ethical values in environmental science. *Annals of the Association of American Geographers* (1998) vol. 88 (2) pp. 277-286
- **Waterstone.** Better safe than sorry, or better safe, then sorry?. (1998)
- **Proctor.** Expanding the Scope of Science and Ethics.  
<http://dx.doi.org.proxy.lib.fsu.edu/10.1111/1467-8306.00096>
- **Henderson-Sellers.** Communicating Science Ethically: Is the “Balance” Achievable?. *Annals of the Association of American Geographers* (1998) vol. 88 (2) pp. 301-307
- **Shrader-Frechette.** First things first: balancing scientific and ethical values in environmental science. (1998)
- **Harman et al.** Reply: Values, ethics, and geographic research. (1998)
- **Proctor.** Ethics in geography: giving moral form to the geographical imagination. *Area* (1998) 30.1, 8-18.
- **Smith.** Geography and ethics: a moral turn? *Progress in Human Geography* (1997) vol. 21 (4) pp. 583-590.

### **Week Three: Teaching Undergraduates (and non-expert learners) (Jan 22)**

*Key Questions:* What are the properties of good undergraduate teaching? How (if at all) is teaching geography different than teaching in other disciplines? What are some common ethical concerns for teaching non-expert learners?

*Readings:*

- **Schuman.** The end of the college essay. *Slate* (2013) pp. 1-4
- **Gabriel.** Plagiarism Lines Blur for Students in Digital Age. *The New York Times* (2010) pp. 1-4.
- **Gurung and Vespia.** Looking good, teaching well? Linking liking, looks, and learning. *Teaching of Psychology* (2007)
- **Hay.** Engaging lessons: Classrooms as sites of engagement in activist critical geography. *International Research in Geographical and ...* (2001)
- **Umbach and Wawrzynski.** Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education* (2005) vol. 46 (2) pp. 153-184.
- **Barr and Tagg.** From teaching to learning—A new paradigm for undergraduate education. *Change: The magazine of higher learning* (1995) vol. 27 (6) pp. 12-26.
- **Steffl-Mabry et al.** Redefining schools as learning organizations: A model for trans-generational teaching and learning. *International Journal of Teaching and Learning in Higher Education* (2007) vol. 19 (3) pp. 297-304.
- **O'Reilly et al.** Higher education professionals' perspectives on international student experiences of life and learning in Ireland: a qualitative study. *Irish Educational Studies* (2013)

### **Week Four: The Training of Graduate Students (and would-be expert learners) (Jan 29)**

*Key Questions:* What are the properties of a graduate advisor-advisee relationship? How does understanding the advisor-advisee relationship shape appropriate practice for both students and faculty? What are the ethical “hard lines” and complexities of graduate education?

*Readings:*

- **Tenenbaum et al.** Mentoring relationships in graduate school. *Journal of Vocational Behavior* (2001) vol. 59 (3) pp. 326-341.
- **Johnson and Nelson.** Mentor-protégé relationships in graduate training: Some ethical concerns. *Ethics & Behavior* (1999) vol. 9 (3) pp. 189-210.
- **Moss et al.** Toward mentoring as feminist praxis: Strategies for ourselves and others. *Journal of Geography in Higher Education* (1999) vol. 23 (3) pp. 413-427.

- **Hardwick.** Mentoring early career faculty in geography: Issues and strategies. *The Professional Geographer* (2005) vol. 57 (1) pp. 21-27.
- **Fly et al.** Ethical transgressions of psychology graduate students: Critical incidents with implications for training. *Professional Psychology: Research and Practice* (1997) vol. 28 (5) pp. 492.
- **Myles and Cheng.** The social and cultural life of non-native English speaking international graduate students at a Canadian university. *Journal of English for Academic Purposes* (2003) vol. 2 (3) pp. 247-263.

### **Week Five: Grant Writing, Funding, and Institutional Relationships (Feb 5)**

*Key Questions:* What are the differences between grants, contracts, and employment? What are your obligations when writing grants? What makes a winning grant application? How is your “disciplinarity” relevant in grant-writing?

*Readings:*

- **Connor.** Variation in rhetorical moves in grant proposals of US humanists and scientists. *TEXT* (2000) vol. 20 (1) pp. 1-28
- **Campbell.** Overcoming obstacles to interdisciplinary research. *Conservation Biology* (2005) vol. 19 (2) pp. 574-577.
- **Martin, D. G.** (2007) Bureaucratization of Ethics: Institutional Review Boards and Participatory Research. *ACME: An International E-Journal for Critical Geographies* 6(3): 319-328.
- *Each student will take one of the **many** technical guidebooks for grantwriting from the library and skim/synthesize it for your colleagues. To be discussed in class.*
- *We will workshop two successful grant applications together.*

### **Week Six: Research / Field Work / Data Collection (Feb 12)**

*Key Questions:* What is “good practice” in field work? How do you know if you haven’t done it before? What are the guidelines for ethical and appropriate research decision-making?

*Readings:*

- **Wainwright.** Geography Counterinsurgent *Counterpunch* (12/16/12)
- **Rogelio Hernández & Bernardino Montaña Mendoza.** Position of San Miguel Tiltepec on México Indígena (3/17/09)
- **Herlihy.** Self-appointed gatekeepers attack the American Geographical Society’s First Bowman Expedition. *Political Geography* (2010) pp. 1-3
- **Bryan.** Force multipliers: Geography, militarism, and the Bowman Expeditions. *Political Geography* (2010) pp. 1-3

- **Cruz.** A living space: The relationship between land and property in the community. *Political Geography* (2010) pp. 1-2
- **Agnew.** Ethics or militarism? The role of the AAG in what was originally a dispute over informed consent. *Political Geography* (2010) pp. 1-2
- **Nespor and Groenke.** Ethics, problem framing, and training in qualitative inquiry. *Qualitative Inquiry* (2009) vol. 15 (6) pp. 996-1012.

### **Week Seven: Research / Analysis** (Feb 19)

*Key Questions:* Above and beyond statistical significance, what guidelines are appropriate for thinking about the utility, relevance, and contribution of your work? How can you best position it within the discipline?

*Readings:*

- **Curry.** GIS and the Inevitability of Ethical Inconsistency. In Pickles, ed, *Ground Truth: The Social Implications of GIS*.
- **Schuurman.** Trouble in the heartland: GIS and its critics in the 1990s. *Progress in Human Geography* (2000)
- **Marston.** The social construction of scale. *Progress in Human Geography* (2000)
- **Brenner.** The limits to scale? Methodological reflections on scalar structuration. *Progress in Human Geography* (2001)
- **Marston and Smith.** States, scales and households: limits to scale thinking? A response to Brenner. *Progress in Human Geography* (2001)
- **Purcell.** Islands of practice and the Marston/Brenner debate: toward a more synthetic critical human geography. *Progress in Human Geography* (2003)

### **Week Eight: Dissemination / Writing** (Feb 26)

*Key Questions:* Where to publish? When to publish? What to publish? With whom to publish? Is my writing good enough? Is my effort to write ethical (and what would it mean to write unethically)?

*Readings:*

- **Curry.** On the possibility of ethics in geography: writing, citing, and the construction of intellectual property. *Progress in Human Geography* (1991) vol. 15 (2) pp. 125-147.
- **Heyman.** Research, pedagogy, and instrumental geography. *Antipode* (2000) vol. 32 (3) pp. 292-307.
- **Heyman.** Inventing geography: Writing as a social justice pedagogy. *Journal of Geography* (2004).

- **Hyland.** Authority and invisibility: Authorial identity in academic writing. *Journal of pragmatics* (2002) vol. 34 (8) pp. 1091-1112
- **Hyland.** What do they mean? Questions in academic writing. *Text - Interdisciplinary Journal for the Study of Discourse* (2002) vol. 22 (4)
- *Students will identify 2-3 articles for us to workshop/critique together.*

### **Week Nine: Dissemination / Presentations (March 5)**

*Key Questions:* Where should I present? When should I present? What should I present? What makes for a good presentation? Is there even such a thing as an unethical presentation, and how would I recognize it? What are good questions to ask in presentations?

*Readings:*

- *Readings this week will be assigned at a later date, including internet materials. They will be relatively light; the primary task will be preparing your presentations.*

*NOTE: We will schedule an additional session (“The Bloodletting”) for your presentations this week.*

## **SPRING BREAK MARCH 12**

### **March 19: No Class (UAA in San Antonio)**

### **Week Ten: The Hiring Process (March 26)**

*Key Questions:* What kind of a professional geographer are you? What kind of a job do you want, and how does that fit within the framework for the work of your life? How do you tell that story as part of your interview, job talk, etc.? How (if at all) do you balance honesty and trying to communicate your interest in the position? Resumes, etc.

*Readings:*

- **Fuerstman and Lavertu.** The academic hiring process: A survey of department chairs. *PS* (2005) vol. 38 (4) pp. 731.
- **Purcell.** “Skilled, Cheap, and Desperate”: Non-tenure-track Faculty and the Delusion of Meritocracy. *Antipode* (2007) vol. 39 (1) pp. 121-143.
- **Mercer.** The dangers of autobiographical research: a response to Purcell. *Antipode* (2007) vol. 39 (4) pp. 571-578.
- **Kobayashi.** Why women of colour in geography?. *Gender, Place and Culture* (2006) vol. 13 (1) pp. 33-38
- **Domosh.** Unintentional transgressions and other reflections on the job search process. *The Professional Geographer* (2000) vol. 52 (4) pp. 703-708

- **Monk et al.** The representation of women in academic geography: Contexts, climate and curricula. *Journal of Geography in Higher ...* (2004)
- **Fernandez and Mors.** Competing for jobs: Labor queues and gender sorting in the hiring process. *Social Science Research* (2008) vol. 37 (4) pp. 1061-1080

**Week Eleven: Engaging with the Public and Private Sectors (FINAL SESSION)**  
(April 2)

*Key Questions:* How do academic practice, government, nonprofit, and for-profit practitioners see each other and interact? How can you appropriately position yourself in that conversation and communicate your intention for collaboration while maintaining your values and obligations (regardless of which kind of practice you engage in)?

*Readings:*

- **Boyer.** The scholarship of engagement. *Bulletin of the American Academy of Arts and Sciences* (1996) vol. 49 (7) pp. 18-33.
- **Bringle and Hatcher.** Campus–community partnerships: The terms of engagement. *Journal of Social Issues* (2002).
- **Martin.** Geography and public policy: the case of the missing agenda. *Progress in Human Geography* (2001) vol. 25 (2) pp. 189-210.
- **Etzkowitz.** The norms of entrepreneurial science: cognitive effects of the new university–industry linkages. *Research Policy* (1998) vol. 27 (8) pp. 823-833.
- **Jain et al.** Academics or entrepreneurs? Investigating role identity modification of university scientists involved in commercialization activity. *Research Policy* (2009)
- **Alexander.** The Impact of Devolution on Nonprofits. *Nonprofit Management and Leadership* (1999)
- **Haerlin and Parr.** How to restore public trust in science. *Nature* (1999) vol. 400 (6744) pp. 499-499
- **Sturgis and Allum.** Science in society: re-evaluating the deficit model of public attitudes. *Public understanding of science* (2004) vol. 13 (1) pp. 55-74

**April 9: No Class (AAG in Tampa)**

**JOB TALK CRITIQUE PAPER DUE ELECTRONICALLY VIA BLACKBOARD: Monday, April 20<sup>th</sup> by noon Eastern Time. (I will accept it on April 2 in person if you prefer).**