

# **UNIV103: Making Sense of Place:**

## **Mapping Race, Gender, Class and Nature**

Fall 2012

**Instructor:** Jessica J. Kelly, Assistant Professor, Department of Geography  
**Class Meetings:** Tuesdays and Thursdays 6:00PM-7:15PM  
**Class Location:** McComsey 212  
**Office Hours:** M 5:15-5:45PM TR 8-9:30AM; R 4:30-6:00PM or by appointment  
**Office Location:** McComsey 225  
**Email:** [jessica.kelly@millersville.edu](mailto:jessica.kelly@millersville.edu)  
**Telephone:** 717.871.2176  
**Course Website:** <https://millersville.desire2learn.com>



### **Course Description**

This course is intended to challenge the first-year student who has left home, perhaps for the first time, to consider what it means to belong to a place. The challenge for the incoming freshman is to navigate a new space and shape new identities-as students, roommates, friends, employees, citizens-from within this space. First, students will consider the body itself as a place and confront the ways in which gender, race, and class structure the natural and social spaces where people spend their time. Second, students will be introduced to multiple disciplinary perspectives related to the construction of place and nature. Students will reflect on their own and others' perceptions, discussions, writing, and mapping. Next, students will examine whether contemporary attitudes toward place are, in the long term, environmentally sustainable. Finally, the course will also function to support students' academic and social transition to college.

### **Course Objectives**

- a. Describe and evaluate the variables that affect the relationship between people and nature.
- b. Examine the contributions of various disciplines and the perspectives in the study of the natural environment.
- c. Examine the assumptions and biases of both self and others, thereby building informed perspectives.
- d. Engage in writing and mapping as acts of personal reflection and intellectual and critical inquiry.
- e. Acquire introductory-level training in research skills necessary for academic writing.
- f. Develop skills in collecting, analyzing, graphing, and mapping data.
- g. Develop strategies for participating in discourse communities beyond the classroom.
- h. Develop a sense of civic responsibility through various community service opportunities.
- i. Utilize University services to enhance the learning and living experience at MU.

### **Required Reading**

All readings are available on Desire2Learn course website. See schedule for details.

## **Course Expectations**

*Instructor:* This course embraces a way of knowing through observation, exploration, personal reflection, and willingness to challenge the way you've always thought. I will structure our time together so that our class sessions are true "seminars"—from the root seminarium ('seedbed'). The food for our seminar is found in the readings that address place and our relationship to it. The context and inspiration for exploration and growth will be found through outings to different landscapes. In learning to read the landscape around us, we will learn to explore and come to know ourselves.

I want every student to do well. My role as your instructor is to provide a structure for the course as well as a way to logically proceed through the diverse topics related to geography, nature, and transitioning to college-level academic and social life. I will prepare short mini-lectures to help clarify topics and draw out main ideas, and I will help students organize concepts from a variety of readings and from each other's experiences. Outside of class time, I am always happy to meet to discuss individual concerns.

*Student:* In order for the interactive learning environment to be successful, each student must accept responsibility for preparing for class sessions by completing assigned readings and exercises in advance and taking the time to reflect upon them. Assigned readings will be contained in the course packet.

Students are expected to thoughtfully and regularly participate in class discussions. In order to participate, students must be in class on time and stay for the duration of the class. It is not enough to simply be in class. Students should not be afraid to voice questions, opinions, and experiences. Each student's contribution is helpful in increasing understanding of topics. I expect that discussions will occur in an atmosphere of mutual respect, where everyone can feel comfortable expressing his or her views even if they are not popular.

### **Disability Disclosure:**

Millersville University does not discriminate in any of its programs on the basis of disability. In order to facilitate the documentation and accommodation processes, students are encouraged to voluntarily and confidentially disclose any disability requiring accommodations. Students seeking accommodations will be expected to provide a Letter of Accommodation (Professor's Letter) from the Office of Learning Services (348 Lyle Hall). No reasonable accommodation can be made without this letter, and accommodations for exams, in particular, must be arranged well in advance.

Contact OLS at 717-872-3178 or visit online at

<http://www.millersville.edu/learningservices/index.php>

**Evaluation:**

Performance in this course will be evaluated based on **attendance and participation** (10%), **homework exercises** (20%), **two literature review essays** (20%), **journal** (20%), and a **final research project** (30%).

- A. **Attendance and Participation**—Students will come to every class prepared to discuss reading assignments. Students will earn a full 50 points by arriving on time, staying for the duration of class, participating daily, and having no more than two unexcused absences. Students are required to participate in a community service activity, Lancaster County United Way Day of Caring, outside of the scheduled class. Absences are excused for medical emergency, bereavement, illness, official university business, jury duty, or military duty. (Meets course objectives a, b, c, and h).
- B. **Homework Exercises**—Students will complete eleven short homework exercises designed to develop student skills in preparing written reports and papers. Only ten will be graded—the lowest grade of eleven will be dropped. (Meets course objectives d, e, and f).
- C. **Literature Review Essays**— In a review of peer-reviewed research related to the topic of the student’s choosing, students will compose two short (750-1,000 words) essays that are designed to examine and critique academic writing that explores the relationship between people and the environment. The essays are intended to be incorporated into the research project. Essays will be graded on quality, style, and content. (Meets course objectives a, b, d, e, f, and g).
- D. **Journal**—Each student will maintain a journal to explore his or her own individual view of place, nature, and other related themes. Prompts are included in the detailed schedule. Journals will be graded on completeness and thoroughness. (Meets course objectives a, b, c, g, h, and i).
- E. **Research Project**—The research project will combine all elements of the course to explore a topic of personal significance to the student as it relates to place, nature, and people. Oral and written presentations of the research project are required. Details and grading criteria are presented in a separate document. (Meets course objectives a, b, c, d, e, and f).

**Grading Matrix:**

Grades are posted on the course website. Check the D2L site to monitor your progress. Total possible points are 500. The numeric grades correspond to these letter grades:

	<b>A 500-460</b>	<b>A- 459-450</b>
<b>B+ 449-435</b>	<b>B 434-415</b>	<b>B- 414-400</b>
<b>C+ 399-385</b>	<b>C 384-365</b>	<b>C- 364-350</b>
<b>D+ 349-335</b>	<b>D 334-315</b>	<b>D- 314-300</b>
<b>F less than 300</b>	<b>I upon approval and prior arrangement only</b>	

Please note: There is no extra credit, do-over work, or grade bumping. A grade change will only be made in the case of a genuine computational error on my part.

**Email Etiquette:**

All email correspondence must occur through a Millersville University email account. Students may receive announcements related to class or assignments, and as such, students must check MU email regularly. Students should include his or her name and course in all email correspondence in the subject line. Failure to adhere to this procedure may delay my response. Within the text of the email, students should use professional and proper language, grammar, and tone.

**Academic Integrity and Classroom Etiquette:**

I urge all students to become familiar with the University procedure for dealing with academic dishonesty. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means. Charges of academic dishonesty may result in serious consequences, i.e. the grade of zero on an assignment, loss of credit or failure of the course with a notation on the transcript, and/or suspension or expulsion from the university.

Academic dishonesty includes, but is not limited to:

- Plagiarism, i.e. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration with others.
- Using unauthorized aids during tests.
- Copying or allowing others to copy tests or assignments.

Also, students are expected to come to class without creating unnecessary disturbances or distractions. These distractions include, but are not limited to, listening to music, surfing the Internet, completing puzzles, texting, sleeping, talking when inappropriate, receiving calls, etc. Please remember to turn off cell phones or switch them to silent. These requests are out of courtesy for the instructor and fellow students. To maintain the cleanliness of the classroom, please take out everything personally brought into the classroom.

\*\*For academic misconduct, repeat disruptors will be referred for disciplinary action.

## Course Outline

Date	Class Topic	Assignment Due
W1, C1 28-Aug	Module 0: Introduction to the Course	
W1, C2 30-Aug	Module 1: What is Space? What is Place? What is Nature?	
W2, C1 4-Sep	Transition: Using Microsoft Word to Present the Written Word Effectively	Resume Worksheet
W2, C2 6-Sep	Transition: Using Microsoft Excel to Present Data Effectively (Bring all Course Syllabi to Class)	Exercise 1
W3, C1 11-Sep	Module 2: How Did We Get Here?	Exercise 2
W3, C2 13-Sep	Transition: Services Available at MU	
W4, C1 18-Sep	Module 2: How Did We Get Here?	Exercise 3
W4, C2 20-Sep	Module 3a: Explorations in Race and Class	
W5, C1 25-Sep	Module 3a: Explorations in Race and Class	
W5, C2 27-Sep	Module 3a: Explorations in Race and Class	Literature Review Essay 1
W6, C1 2-Oct	Module 3a: Explorations in Race and Class	
W6, C2 4-Oct	Journal Review	
W7, C1 9-Oct	Fall Break – No Class	
W7, C2 11-Oct	Transition: Student Organizations	Exercises 4 & 5
W8, C1 16-Oct	Module 3b: Explorations in Sexuality and Gender	
W8, C2 18-Oct	Module 3b: Explorations in Sexuality and Gender	
W9, C1 23-Oct	Module 4: Nature Writing by ‘Others’: A Field Guide to Getting Lost	
W9, C2 25-Oct	Module 4: Nature Writing by ‘Others’: A Field Guide to Getting Lost	
W10, C1 30-Oct	Transition: Getting Good Advice (Bring DARS to class)	Exercises 6 & 7

W10, C2 1-Nov	Module 5: Mapping: A Field Guide to Getting Found	
W11, C1 6-Nov	Module 5: Mapping: A Field Guide to Getting Found	
W11, C2 8-Nov	Transition: Effective Visual Presentations	Exercises 8 & 9
W12, C1 13-Nov	Module 6: The Power of Persuasion	Literature Review Essay 2
W12, C2 15-Nov	Module 6: The Power of Persuasion	
W13, C1 20-Nov	Transition: Career Services	Exercises 10 & 11
W13, C2 22-Nov	Thanksgiving – No Class	
W14, C1 27-Nov	Module 7: Think Globally, Act Locally	Rough Draft of Final Research Project Paper
W14, C2 29-Nov	Module 7: Think Globally, Act Locally	
W15, C1 4-Dec	Student Presentations of Research Projects	
W15, C2 6-Dec	Student Presentations of Research Projects	
Final Wk 11-Dec	Journal Review and Time Management for Finals Week Discussion	Final Draft of Research Project Paper
Final Wk 13-Dec	Final Materials Returned and Semester Review	

## Detailed Schedule

### *Module 0: Introduction to the Course*

In our first class meeting, we will discuss the role of a liberal arts education in our lives. We will get to know one another and start discussing our expectations, concerns, and questions about college life. I will also review the requirements and expectations in this course; and I will introduce the broad topics of space, place, and nature.

### *Module 1: What is Space? What is Place? What is Nature? How Do We Represent Them?*

Place is more than just a location. Rather, place is made up of space and everything that dwells within that space—the people, the culture, the language, the plants, the animals, the soil, the climate, the relationships, the history, the rules, the stories. In short, the tangible and the intangible make up place. At times, nature is seen as separate from humans, a place to go to, to be visited on weekends. Some would argue that nature is everything that makes up the physical environment, absent of humans. We represent space, place, and nature in our writing, our speaking, our art, our maps, our film, and so much more.

In this module, we will explore and begin to document our own perceptions, understandings, and feelings towards the natural environment. We will examine how, from an academic approach, we could study nature. We will explore the benefit of studying space, place and nature using the liberal arts lens. Plan to work outside.

To fully engage in this exploration, complete the following readings in advance of the first class for which this module is scheduled:

Soper, K. 1995. *What is nature? Culture, politics, and the non-human*. Oxford, UK: Blackwell. (pages 1-2, 15-21)

Tuan, Y.F. 1974. *Topophilia: A study of environmental perception, attitudes and values*. New York: Columbia University Press. (pages 5-12)

Wood, D. 1992. *The power of maps*. New York: Guilford Press. (pages 1-47)

### *Transition 1: Finding Your Way and Presenting Your Work*

To think about transitioning and finding your way in this new place, we will discuss our other classes, jobs, time management, and our relationships with other professors and classmates. Plan to bring your completed resume worksheet and your syllabi from other classes to our transitions discussions associated with this module. We will explore popular software packages like Microsoft Word and Excel.

*Exercise 1: Create a typed and formatted resume using Microsoft Word.*

*Exercise 2: Create an Excel Workbook to track your grades for all classes.*

*Journal 1: Introduction to Nature Journaling. Take a walk and describe what you see, hear, smell, feel, etc. Sketch, take photographs, or collect flowers/leaves/etc. to press. Record your beliefs or views about nature, wilderness, or the environment, in general.*  
[http://www.sierraclub.org/education/nature\\_journal.asp](http://www.sierraclub.org/education/nature_journal.asp)

## ***Module 2: How Did We Get Here? A Review of the Historical Disconnect of People from Nature***

Not all cultures view humankind as a separate entity from nature. Yet, this view seems to be pervasive in Western, capitalist, Judeo-Christian thought, and maps are just one way in which nature is dominated or “known.” In this module, we will explore the historical trajectory of how the relationship between people and nature in the US has evolved, and begin to examine readings from “others.” We will explore assumptions and bias as we assess information. We will consider the role of critical thinking in our approach to reading. We will also begin to examine our own histories in shaping what we believe about the environment.

To fully engage in this exploration, complete the following readings in advance of the first class for which this module is scheduled:

Leopold, A. 1949. *A Sand County almanac*. New York: Oxford University Press. (pages 237-263)

White, L., Jr. 1967. The historical roots of our ecological crisis. *Science* 155 (2): 1203-1207.

Cronon, W. 1995. *Uncommon ground: Toward reinventing nature*. New York: W.W. Norton.(pages 69-90)

Said, E. 1978. *Orientalism*. New York: Vintage Books (pages 49-72)

### *Transition 2: Connecting to Your Academic Environment-Services Available at MU*

There are many resources here at Millersville that are designed to help you succeed. We are in the business of student achievement not “weeding out.” In this transition, we will focus on the services provided at the Chryst Writing Center, the Counseling Center, Learning Services, tutoring services, and more. Students will also reflect on situations when it would be most appropriate to seek the services of these resources.

*Exercise 3: Critique a poor bibliography and compose a bibliography using the AAG style sheet.*

*Journal 2: On September 30<sup>th</sup>, there is a full moon. Go outside at night and journal your experience; OR reflect on your religious or political background. How do you think your background in these areas shaped your views of nature?*



### ***Module 3: Race, Class, Gender, and Sexuality in Shaping Our Relationships with Our Place in Nature***

For the next few weeks, we will delve deep in exploring issues of identity in shaping our understandings and relationships of place and nature. It is too simplistic to characterize one group as having one particular view or experience of nature and place. Rather, we will uncover that identity is complex and, at times, contradictory.

#### ***Module 3a: Explorations in Race and Class***

In the first half, we will focus on race and class as we investigate why natural or wild places may represent spaces of awe and wonder for some but places of fear and danger for others; why urban spaces contain nature just as much as rural ones; why some places see concentrations of toxics than others; and how knowledge about nature can be transformed by society.

To fully engage in this exploration, complete the following readings and listen to the audio in advance of the first class for which this module is scheduled:

- Blum, E. D. 2002. Power, danger, and control: Slave women's perceptions of wilderness in the nineteenth century. *Women's Studies* 31: 247-265.
- Johnson C. Y. and J. M. Bowker. 2004. African-American wildland memories. *Environmental Ethics* 26: 56-75.

Selections from "The National Parks: America's Best Idea." PBS.

<http://www.pbs.org/nationalparks/watch-video/#645>

<http://www.pbs.org/nationalparks/watch-video/#762>

<http://www.pbs.org/nationalparks/watch-video/#755>

<http://www.pbs.org/nationalparks/watch-video/#653>

"Al Aire Libre!" RadioLatino. National Public Radio. 28 Feb 2012.

<http://castroller.com/Podcasts/NprLatinoUsa/2785029>

Complete the following readings in advance of the second week for which this module is scheduled:

- Steingraber, S. 1998. *Living downstream: A scientist's personal investigation of cancer and the environment*. New York: Vintage Books. (pages 57-86)
- Carney, J. 2001. *The African origins of rice cultivation in the Americas*. Cambridge, MA: Harvard University Press. (pages 69-106)
- Lawson, V., L. Jarosz, and A. Bonds. 2010. Articulations of place, poverty, and race: Dumping grounds and unseen grounds in the rural American Northwest. *Annals of the Association of American Geographers* 100 (3): 655-677.

*Exercise 4: Create a table for a data analysis scenario, including calculated ratios and densities.*

*Exercise 5: Given a data set, construct two graphs and copy into Word.*

*Journal 3: What does wilderness mean to you? Reflect on your ethnic, racial or class background. How has this influenced your perceptions of wilderness and the environment? Have the readings helped you to understand those beliefs? If so, why or how? If not, why not?*

### ***Module 3b: Explorations in Gender and Sexuality***

In this module, we continue our discussion about identity by focusing on how gender and sexuality influence our views of nature and place. Landscapes reflect relations of power that are being negotiated every day. As such, we examine the process by which gender and sexuality can intersect with race and class to create divisions or territories within public and private space. Are there codes or rules that exist in some places or all places written or understood to include some and exclude others?

To fully engage in this exploration, complete the following readings in advance of the first class for which this module is scheduled:

Merchant, C. 1980. *The death of nature: Women, ecology and the scientific revolution*.

New York: HarperCollins. (pages 127-148)

Rose, G. 1993. *Feminism & geography: The limits of geographical knowledge*. Oxford,

UK: Blackwell. (pages 41-61)

Gaard, G. 1997. Toward a queer ecofeminism. *Hypatia* 12 (1): 137-156.

Johnson, A. 2011. How to queer ecology: One goose at a time. *Orion Magazine*

March/April. <http://www.orionmagazine.org/index.php/articles/article/6166>

Milnor, K. 2005. Gendering ghetto and gallery in the graffiti art movement, 1977-1986. In *Gender and landscape: Renegotiating morality and space*, eds. L.

Dowler, J. Carubia, and B. Szczgiel, 269-281. New York: Routledge.

#### *Transition 3: Student Organizations for Everyone!*

In our transitions activity for this module, we consider sense of belonging. We all identify with others in particular ways. Perhaps it is based on our race, class, sex, gender, sexuality, interests, worldview, and more. As much as it is important that we learn about and from others who are different from ourselves, it is also just as important to know that there are others who are like ourselves in some ways. We are social beings, and as such, our well-being depends on cultivating our sense of belonging. In this transition, we search out those places and spaces on campus that ensure our well-being.

*Essay 1: Literature Review of three articles related to research project topic.*

*Journal 4: Reflect on the sense of belonging and a sense of place. What does it mean “to belong”? Where is “home” and how does sense of place figure into why that place is home? What is the role of space and place in bringing a sense of belonging?*

#### ***Module 4: Nature Writing by ‘Others’: A Field Guide to Getting Lost***

The United States has a strong tradition of nature writing. Thoreau, Emerson, Muir, and others have made an imprint in early American nature literature, but nature writers come from everywhere and from all backgrounds. You, too, can be a nature writer. Nature writing takes form in both literary traditions and scientific research. In this module, we will explore what it means to create an effective written presentation to express our views about the relationship between people and nature.

To fully engage in this exploration, complete the following readings in advance of the first class for which this module is scheduled:

- Verdelle, A.J. 2011. 70117. In *The colors of nature: Culture, identity, and the natural world*, eds. A. H. Deming and L. E. Savoy, 96-114. Minneapolis, MN: Milkweed Editions.
- Komunyakaa, Y. 2011. Dark waters. In *The colors of nature: Culture, identity, and the natural world*, eds. A. H. Deming and L. E. Savoy, 115-126. Minneapolis, MN: Milkweed Editions.
- Wall Kimmerer, R. 2011. Learning the grammar of animacy. In *The colors of nature: Culture, identity, and the natural world*, eds. A. H. Deming and L. E. Savoy, 167-177. Minneapolis, MN: Milkweed Editions.
- Alarcón, F. X. 2011. Reclaiming ourselves, reclaiming America. In *The colors of nature: Culture, identity, and the natural world*, eds. A. H. Deming and L. E. Savoy, 233-250. Minneapolis, MN: Milkweed Editions.
- Mas Masumoto, David. 2011. Belonging to the land. In *The colors of nature: Culture, identity, and the natural world*, eds. A. H. Deming and L. E. Savoy, 309-318. Minneapolis, MN: Milkweed Editions.

#### ***Transition 4: Getting Good Advice***

It is just about time to choose classes for the spring semester. In this transition discussion, we will address the importance of academic advising and strategies for choosing the “right” courses. Be sure to bring your DARS to class.

*Exercise 6: Compare four main graphics files for saving a photograph, a chart and a map.*

*Exercise 7: Add text and graphics to an Excel-created chart using MS Paint.*

*Journal 5: Photograph, sketch, or otherwise represent a natural landscape. You may collect and press items from the natural world (i.e. leaves, plants, etc.). Write about your personal relationship with the natural world.*

### ***Module 5: Mapping: A Field Guide to Getting Found?***

Maps are an important instrument in the fields of geography and cartography, but maps are used by all people for managing the world around them. In this module, we will explore how maps have represented nature, people, and values over time and we will investigate what it means to create an effective visual presentation for telling a story.

To fully engage in this exploration, complete the following readings in advance of the first class for which this module is scheduled:

Monmonier, M. 1993. Mapping it out: Expository cartography for the humanities and social sciences. Chicago: University of Chicago Press. (pages 1-18 and 19-54)

Winlow, H. 2006. Mapping moral geographies: W.Z. Ripley's races of Europe and the United States. *Annals of the Association of American Geographers* 96 (1): 119-141.

Wright, D. J., S. L. Duncan, and D. Lach. 2009. Social power and GIS technology: A review and assessment of approaches for natural resource management. *Annals of the Association of American Geographers* 99 (2): 254-272.

#### *Transition 5: Effective Visual Presentations*

In this transition, we will explore what it means to present effective visuals for use in the presentation. Two examples of software (PowerPoint and Prezi) are presented, but students are encouraged to explore other forms of presentation as well.

*Exercise 8: Learn computer mapping jargon.*

*Exercise 9: Construct a simple map using ArcExplorer. Copy into Word and PowerPoint or Prezi.*

*Journal 6: Sketch or draw a mental map of your hometown or current living location or the place you've selected for your research project. Make sure to indicate where this place is, along with many other relevant landmarks for you. Label the general location of the map clearly. Take some time and care in preparing your mental map. Do not worry if the map does not coincide with a "real" cartographic map. Do not consult with a cartographic map in producing your mental map, because your individualized version of place will prove more interesting to analyze.*

*After completing your map, analyze the document in your journal. Consider the following questions: What do you personally consider the most important features on your map? Why? Does the map show interesting facts about your life? Are there blank areas on your map? If so, why? What do you guess is in these areas? How long have you lived in the area depicted on the map? How has this affected your mental map? What form(s) of transportation do you use? How has the kind of transportation you use affected the map? Do you think your map is affected by your gender, race, or class? If so, in what ways? Would an on-looker reading your map come to the same conclusion? Why or why not?*

### ***Module 6: The Power of Persuasion***

In this module, we explore various media and their power to persuade or influence how people view or value nature. Today, the media industry is just like any other business—a sector owned by a handful of large transnational corporations. How do these TNCs influence how we perceive and react to environmental issues and how we value nature? We will explore briefly, through discussion, the historical evolution of environmental reporting in US media.

To fully engage in this exploration, complete the following readings and viewings in advance of the first class for which this module is scheduled:

Wood, D. 1992. *The power of maps*. New York: Guilford Press. (pages 182-195)

Excerpts of films TBA, i.e. *Erin Brockovich*, *Avatar*, *WALL-E* (Available on D2L)

Excerpts from current news reports on environmental issues, TBA (Available on D2L)

### *Transition 6: Career Services*

In this transition, we will focus on the four-year plan—how to effectively utilize your four years at MU. From Millersville University Career Services: “Deciding on a career path or searching for a job can be scary for college students. Many struggle with how to connect their majors to careers. When they do have an idea of what they can do, they don't have a concrete plan on how to implement it. ELCM has created a Four-Year Career Management tool designed to help you in your: Freshman year, focus on your future; Sophomore year, set your sights; Junior year, get ready, get set, and go; [and] Senior year, seize the opportunity! Career Services can assist you to **focus on your future** as you explore career options and major selections by using web-based assessment tools designed to help you identify possible careers/majors. As you **set your sights** on possible majors, Career Services can assist you in exploring careers by hosting employer and alumni panels and career fairs designed to educate you on what you can do with your major.”

*Exercise 10 Find online data usable in ArcExplorer.*

*Exercise 11 Design an effective thematic map.*

*Essay 2: Literature review of at least three additional peer reviewed sources (different from essay 1).*

*Journal 7: Choose an environmental campaign, film, book, etc., and think about how it has or has not affected you? Does it influence your actions or beliefs? Why or why not?*

### ***Module 7: Think Globally, Act Locally***

We've spent several weeks this semester exploring the relationship between people and nature? Now what? In this module, we explore civic responsibility, geography, environmental justice, sustainable development, and the impact of one.

To fully engage in this exploration, complete the following readings in advance of the first class for which this module is scheduled:

Chambers, R. 2006. Participatory mapping and geographic information systems: whose map? Who is empowered and who disempowered? Who gains and who loses? *EJISDC* 25 (2): 1-11.

Bullard, R. D. 1990. *Dumping in Dixie: Race, class, and environmental quality*. Boulder, CO: Westview Press. (pages 1-20, 37-64)

Carson, R. 1962. *Silent Spring*. Boston: Houghton Mifflin. (pages 15-38)

Kelly, J. J. 2011. NIMBY. In *Green politics: An A-Z guide*, eds. D. Mulvaney and P. Robbins. Oxford, UK: Sage Publications.

Arney, J. A. 2011. Environmental justice. In *Green politics: An A-Z guide*, eds. D. Mulvaney and P. Robbins. Oxford, UK: Sage Publications.

Borne, G. 2011. Sustainable development. In *Green politics: An A-Z guide*, eds. D. Mulvaney and P. Robbins. Oxford, UK: Sage Publications.

### ***Transition 7: Student Presentations***

Presentations afford an opportunity for students to share knowledge. Students will be given an opportunity to present the findings of their research project.

*Journal 8: Reflect on the semester. How have your views of place, nature and people changed? If they have not changed, why haven't they?*

### **Sense of Place Research Project**

“Sense of place” is defining oneself in terms of a given space or region. Described by Yi-Fu Tuan (1974), “topophilia” is the collection of perceptions, attitudes, values, and world view that bond people and place. Thus, sense of place is one of the primary social functions of regional differences for most people. Sense of place helps to protect a region’s cultural heritage and promote strong social ties.

According to Kevin Lynch (1976), the identification of regions, with clearly marked territories and agreed upon meanings and accepted behaviors, allows people to function effectively. These places provide emotional security and pleasure. People take delight in physically distinctive, recognizable locales and attach feelings and meanings to them. Place “character” is often recalled with affection; its “lack of character” may be a complaint. People are pleased to “know” a place, or to understand its history. A strong sense of place has shown to support a sense of personal identity.

This project asks students to understand how the history, environment, landscape, land use, etc. has shaped a sense of place in a US region of the student’s choosing.

Typical choices will be in a region within Lancaster County or close to a student’s home.

- 1) By the fourth week of classes, students will choose a neighborhood, a town, or region to examine the relationship (broadly defined) between people, space, and nature. This choice will serve as the basis for most exercises and essays that lead up to the final research project.
- 2) Students will begin by investigating the literature on sense of place (peer-reviewed) and by reading histories of settlement in the geographic region defined. Both historical and current maps should be consulted to form the boundaries of the study area. This research is incorporated into the Literature Review Essays and homework exercises (when appropriate).
- 3) General geological, ecological, and social histories of the geographic region will be examined. Students will develop a framework to analyze the general environmental history in a broader context of human interactions with nature. Students will acquire and analyze land cover maps to analyze change over time. Students may examine prominent families in the area, important economic activities, etc. Historical societies, public libraries, and resources on campus (Ganser Library Special Collections and Geography Dept. Map Room) store a wealth of information: family histories, genealogy books, historic maps, plat books, etc.
- 4) Students will investigate one or two contemporary environmental issues in that region. Using the historical information as a foundation, students will analyze the current discourse on the environmental issue(s). Students should discuss the “sustainability” of current attitudes, practices, etc. towards the chosen environmental issue(s) in that region. Students will be expected to present data and geographic information in graphs, tables, photographs or images, and maps.
- 5) The final paper will be 10-20 pages in length, whereby at least 10 pages (2,500 words) must be the body of the paper. The works cited page, not included in the 10 page minimum, must contain a minimum of 10 citations. At least one map, one photograph or image, and one graph or table (of the student’s creation) must be included in the paper but does not count toward the 10 page minimum. All papers must be double-spaced using 12-point Times New Roman or Ariel font with 1” margins on all sides.