

Seminar: Cultural Places & Spaces

Communication & Journalism 512

Spring 2009

Intensive 4-Day Course

Friday, April 10 – Monday, April 13, 8 a.m. – 6 p.m.

C&J Room 219 (*NOTE ROOM CHANGE*)



Professor: Tema Milstein

Contact info: tema@unm.edu
www.unm.edu/~tema/

Office & office hours: C&J 226,
Tuesdays, 10:30 a.m. - 12:30 p.m.

Class interns: Nichole Carnevale
(ncarneva@unm.edu), Willow Jackson-Anderson
(jackson7@unm.edu)

Course Scope & Learning Objectives:

Course Scope: This intensive spring special topics course explores multiple cultural and communicative negotiations of place and space. We engage class themes and concepts via readings and

daily applied study in the field. Course content focuses on spaces as mediated material-symbolic constructions and explores issues of cultural-spatial cooption, resistance, struggle, and transformation. Core cultural-spatial themes in the seminar include: ordering and bordering, disordering and reclaiming, naturing and ecologizing, and traditioning and touring. Following extant scholarship, the course situates spatial relations as both actively socially constructed and as deeply and materially experienced. As learners, through readings, discussion, fieldstudy, and research, we will explore how:

- 1) *Cultural and communication processes and contexts* inform, construct, and produce perceptions of and experiences within place and space;
- 2) *Cultural and communication research can be used to deconstruct* and critically investigate dominant and alternative understandings and experiences of place and space

Course Learning Objectives: The learning focus in this course is on student-driven creative and critical exploration and discussion, as well as out-of-the-classroom group field experiences. This 4-day, full credit course also will include a unique cultural exchange element, with the enrollment of eight Danish exchange students and eight

interdisciplinary UNM students – and three guest faculty lecturers, two from Denmark and one cultural geographer from UNM. Our class engages a reading-based graduate seminar format with an applied field study format. To have successful learning, prepare yourselves by carefully *and* critically reading all material before the day it is assigned, and being ready to engage in active discussion and field study participation.

By the end of this course, you will have increased your ability to:

1. Define and discuss key concepts linking culture, communication, and place and space and explain the value of these concepts and their integration to diverse audiences;
2. show in discussion and writing how you apply and connect theories and research about culture, communication, and place and space to power, knowledge, and society;
3. analyze how components of your cultural identities and positioning, as well as the contexts and institutions in which you live, shape and have shaped your own spatial relations and your orientation to place/space research;
4. apply and connect theories and research about culture, communication, and place and space in your research to demonstrate your understanding and to explore your particular questions;
5. produce an academic research paper suitable for conference paper submission.

Required texts:

All readings are on EReserves for this course (password: 512). We will also email the readings.

Required field study fee: A \$55 fee (cash or local check written to “Tema Milstein”) is ***due at the start of the first day of class***. The fee is mandatory to cover the four days of field study expenses, including entry fees, speaker fees, transportation fees, etc.

Course Requirements: Participation (discussion, attendance, daily critical reading commentaries), Field Study Reflection Paper, Final Research Paper

Participation: Your participation is crucial and expected in this class as our learning will be based on active, engaged discussion and field study participation. Participation will always be noted. Please keep in mind that you, the student, are responsible for all information and material presented in class whether or not you attend.

Discussion: I expect participation in discussions based on thoughtful contributions, encouraging of others to participate, asking follow-up and clarification questions of others, and active listening (taking notes on others’ comments, building on group discussion, and not repeating comments or dominating discussions). This also involves you engaging speakers and each other during field study in thought-provoking discussion. Each day, a team of you will take on the role of co-facilitating discussion along with the professor, giving you a little more responsibility than usual in engaging others in class discussion.

Attendance: While attendance is a minimum requirement, it is also necessary in a 4-day intensive course.

Daily critical written commentary on readings: Each morning you will arrive in class with a 1-page typed commentary on that day's readings – except on Day 1, Friday, April 10, when you will arrive with two 1-page typed commentaries: one on the pre-class intro readings and one on the readings for Day 1. These commentaries are not summaries or descriptive overviews. Rather, you should very briefly clarify key arguments, and then critically engage all the readings for the day, pose questions that open up material for discussion, and put the readings for the day in conversation with each other. ***Bring two copies:*** One copy will be used by you in class to help provoke and facilitate discussion, and one copy will be turned into Professor Milstein at the start of each class. Your daily written commentaries will be evaluated according to how effectively you use the assignment to analytically and critically engage the readings' central themes, theories, methods, evidence, and/or politics, and present unresolved questions and conceptual difficulties. **As this class is intensive and runs from 8 a.m. – 6 p.m. every day, you are strongly encouraged to read course material before the April 10 start of the class and to write the commentaries beforehand. You can then use the commentaries to help refresh your memories of the readings each day of class.** These commentaries should be single-spaced and are required: Each commentary missed or that does not effectively analyze and critically engage the readings results in a 5% decrease in your course final grade.

Field Study Reflection Paper, due via email to tema@unm.edu or posted on WebCT by April 20: The required daily field study element of this course will provide you with opportunities to engage your learning with direct observations and experiences. During our field studies, local guides and I will provide a loose framework for engaging in the site – such as through tours, questions, signage, silence, exercises, talking to experts, brochures, self reflection, etc. ***Bring a notebook to jot down observations and ideas throughout the day to inform your Reflection Paper.*** Whereas your daily critical commentaries are meant to directly engage the course readings, and your final research paper is meant for research in the area of culture, places, and spaces, this Reflection Paper is meant for you to creatively and critically reflect on your field experience as it relates to your own discovery process surrounding the themes in this course. Papers should put your *personal* reflection (your own observations and interpretations within the field site) *in interaction with four or more class readings* to help you explore cultural and communicative spatial contexts and ramifications. Choose to apply class readings that especially help you interpret, reflect upon, and analyze your own field experience. You may, for instance, grapple with a conceptual thread you found running through all the field experiences or instead focus on just one or a few of the field study sites that you found most thought-provoking. The observations and ideas you write in your notebook each day during the field studies will provide grounded reflections to explore in your paper, which is due a week after class ends. *Papers must be typed, double spaced, and 5 pages. This paper must be in English and should be written in the first-person. The paper is required – not turning in the paper or not effectively meeting the criteria below will result in a 20% decrease in your final grade.*

Criteria for the Field Experience Reflection Paper:

1.) Originality – I expect and appreciate creative approaches to these papers; 2.) Depth of Critical Thinking – Use evidence to support your claims, develop your ideas in depth and explain the implications of your ideas; 3) Accuracy of Analysis – Use helpful concepts from the four or more class readings accurately and do not repeat what authors or others say, but reveal your own ideas and thoughts as you engage with concepts to analyze your own experience; 4) Organization of thoughts – your papers should exhibit focus and a clear flow of thought. A thesis statement and a preview of the structure of the ideas in the entry will help here, as will a conclusion; 5) Grammar/Spelling/APA style – edit carefully to show you fully respect your work and to be certain your work, in turn, receives the respect and consideration it deserves. Properly cite and reference readings used.

Final Research Paper: Due May 10 for UNM students

This assignment is designed to encourage you to pursue your individual interests in the themes of the class and represents your unique scholarly contribution to the knowledge base of the class. Your paper can use any research approach to tackle your particular focus within the class themes. I encourage you to discuss your ideas for the paper with me in advance, if you would like feedback or guidance, or to brainstorm. Papers should range from 20 to 25 pages and should be of conference-ready caliber. All papers should cite seminar readings that are pertinent to your topic *and* at least 5 additional outside scholarly sources that are informative for your paper.

All UNM student papers must be posted to Web CT by May 10 to be considered for your final class grade and will be graded by Professor Milstein.

Danish students must email their papers to Professor Heede (heede@litcul.sdu.dk) by the end of your term (June 30), and papers can be written in Danish.

The grading rubric for final projects is as follows: The best papers will reflect or extend the theory and themes of class in new venues. Special attention will be paid to depth of theory/theme engagement.

1. Innovation/creativity (sheds new light or builds theory)
2. Clarity (Key concepts linking culture, communication and place and space are clearly explicated and their value and integration clearly communicated)
3. Academic depth (theories are applied and connected in ways that demonstrate depth of understanding and cogently explore your particular questions; theories of culture, communication, and place and space are related to power, knowledge, and society)
4. Reflexiveness (you exhibit ways your or your topic's specific cultural identities and positioning, as well as the cultural contexts and institutions in which you/your topic/your study participants live, shape and have shaped orientations toward place and space)
5. Quality of writing (sophisticated level of academic writing; effective organization/readability; excellent grammar/spelling)

Grading Scale:

Each student's final course grade will be determined with respect to the following total-point grading scale:

Daily critical written commentary on readings	5% decrease in final grade for each commentary not turned in or each commentary that does not effectively analyze/critically engage the readings
Field Study Reflection Paper:	20% decrease in final grade if not turned in or if criteria not effectively met
Final Research Paper:	100%

<u>Total final grade</u> =	100%

Course Policies:

Late assignments: For late assignments, the highest score possible will be reduced by $\frac{1}{4}$ if the assignment is turned in during the twenty-four hour period following the time due (e.g., a 100 becomes a 75), and reduced by $\frac{1}{2}$ for the second 24-hour period (e.g., a 100 becomes a 50). *Past 48 hours, no late assignments of any kind will be accepted.* If you have a *documented* personal or family emergency that is unforeseen and considered an excused absence by UNM, you may negotiate for a time to turn in an assignment after it is due. In these cases, you must make a good faith effort to notify the instructor (for example, by email) before or immediately following your absence. Computer trouble, having a paper or exam due in another course, forgetting the assignment is due, not having access to a computer, having minor car trouble, and being out of town on business/vacation are not considered emergencies.

Professionalism: Work produced should be polished. Unless otherwise noted, all written assignments turned in for a grade must be typed, double-spaced, 12-point font, stapled, and must conform to standard rules of English grammar, spelling, and punctuation. Assignments that seriously depart from these rules (due to sloppiness and not deliberate and careful creative effort) or the required format described in the assignment will be returned un-graded and counted as a zero/F.

Maintaining a Positive Learning Environment: Out of respect for your and others' learning experience please exhibit positive, respectful, and mature behavior while in class. All cell phones should be turned off or put on vibrate during class time – no texting. If you receive an urgent call, please leave the room quietly without drawing undue attention. Audiotape, digital, or video recording of the seminar is generally prohibited unless first cleared with the instructor.

Constructive Feedback: Please feel free to offer suggestions, comments, etc. to help improve the course and course structure. I encourage you to give me feedback throughout the course. You will also have an opportunity at the end of the course to give more formal feedback.

Ethics: The course emphasizes ethical practices and perspectives. Above all, both students and the teaching team should strive to communicate and act, both in class interactions and in assigned coursework, in a manner directed by personal integrity, honesty, and respect for self and others. Included in this focus is the need for academic honesty by students as stated by the UNM Pathfinder. Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. If you are unclear about the definition of plagiarism, please talk to the professor. Further, course content will encourage the ethical practices and analysis of communication.

Diversity: This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

ADA accessibility: Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.

COURSE SCHEDULE

Field Study schedule not yet finalized, but sites listed will likely be visited on those days. To bring each day: field study notebook, shade hat, water, lunch or lunch money (except Saturday when lunch is gathered/provided)

Class meets April 10 through April 13, 8 a.m. – 6 p.m.
(class will start early and end early on Santa Fe day, Monday, April 13)

PRE-CLASS READINGS: *These introductory readings either provide overviews of key cultural and communicative place & space theory and concepts or offer a particular lens on place and space in the Southwest. Read them before you read the daily reading assignments.*

Low, Setha M and Lawrence-Zuniga, Denise (2003). Locating Culture. In Lawrence-Zuniga, D. & Low, S.M. (Eds.), *The Anthropology of Space and Place: Locating Culture* (pp. 1-47). Malden, MA: Blackwell Publishers Ltd.

Flusty, Steven (2004). *De-Coca-Colonization* (Chapter: The City Hardens, pp. 69-92). New York, NY: Routledge.

Abbey, Edward (1984). *Beyond the Wall* (pp. 51-67). New York, NY: Holt, Rhinehart and Winston.

FRIDAY, APRIL 10: Ordering and Bordering: Lived Density & Sprawl

We will meet in Communication & Journalism Room 219 (this is a room change!). Class today starts at the regular 8 a.m. for Danish students who will have a one-hour tour of campus. UNM-based students should be in class no later than 9 a.m. (one hour later than regular daily start time).

Guest lecturer: Professor Johs Nørregaard Frandsen on Danish suburbia

Readings:

Low, Setha M (2003). The Edge and the Center: Gated Communities and the Discourse of Urban Fear. In Low, S.M. & Lawrence-Zuniga, D. (Eds.), *The Anthropology of Space and Place: Locating Culture* (pp. 387-407). Malden, MA: Blackwell Publishers Ltd.

Dickinson, E.A. (2009). "The Petroglyphs" Simulacrum. Unpublished top conference paper under review in *Environmental Communication: A Journal of Nature and Culture*. University of New Mexico, Albuquerque.

Basso, Keith H. (1996). Wisdom Sits in Places: Notes on a Western Apache Landscape. In Basso, K.H. & Feld S. (Eds.), *Senses of Place* (pp. 53-90). Santa Fe, NM: School of American Research Press

Field Study sites will include:

- Petroglyph National Monument
- Acoma Pueblo's Sky City

SATURDAY, APRIL 11: Disordering and Reclaiming: Queering & Culture Jamming

Guest lecturer: Professor Dag Heede on queer places in Hans Christian Andersen's *The Little Mermaid (Den lille Havfrue)* and Walt Disney's *Ariel*

Readings:

Heede, Dag (n.d.). The Dead Woman in the Works of Hans Christian Andersen. *Scandinavica*, 46(2), 155-174.

To prepare further for Heede's talk, please:

- read Hans Christian Andersen's fairy tale *The Little Mermaid* (read the version at: www.andersen.sdu.dk/vaerk/hersholt/TheLittleMermaid_e.html)
- watch the Disney DVD *The Little Mermaid* from 1989 (must be the first and original version or the rereleased original version in a 2006 2-disc special, and not any of the later remakes).

Weihnacht, Josh (1999). *Disney vs. Debord: Methods and Ideologies for Manipulating the Viewer through Space*. Retrieved March 4, 2009, from http://www.inputpattern.com/portfolio/text/disney_vs_debord/index.html

Debord, Guy (1956). Theory of the Derive. *Les Lèvres Nues* 9. Retrieved March 4, 2009, from <http://library.nothingness.org/articles/SI/en/display/314>

Recommended *optional* supplementary film: *The Gleaners and I (Les Glaneurs et la glaneuse) (2000)*

Field Study sites will include:

- Peace and Justice Center free food pick-up
- Self Serve Toys: Sexuality Resource Center
- North 14: Tinkertown & Madrid

SUNDAY, APRIL 12: Naturalizing and Ecologizing: Culture & Nature

Lead Instructor lectures today: Professor Tema Milstein on spatial and discursive constructions of nature in the urban zoo

Milstein, Tema (2009). "Somethin' Tells Me It's All Happening at the Zoo": Discourse, Power and Conservationism. *Environmental Communication: A Journal of Nature and Culture*, 3(1), 25-48.

Cajete, G. (1999). Reclaiming Biophilia: Lessons from Indigenous Peoples. In G. A. S. D. R. Williams (Ed.), *Ecological Education in Action: On Weaving Education, Culture, and the Environment*. Albany, NY: State University of New York Press.

Hatley, James (2002). Where the Beaver Gnaw: Predatory Space in the Urban Landscape. In Backhaus, G. & Murungi, J. (Eds.), *Transformations of Urban and Suburban Landscapes: Perspectives from Philosophy, Geography and Architecture* (pp. 35-53). Lanham, MD: Lexington Books.

Field Study sites will include:

- Rio Grande Zoo
- South Valley: La Placita Gardens at the Historic Sanchez Farms & Erda Gardens and Learning Center

- Tramway Prairie Dogs
-

MONDAY, APRIL 13: Traditioning and Touring: Power & Place

Guest lecturer: Professor John Carr on the social construction of Santa Fe

Wilson, Chris (1997). *The Myth of Santa Fe: Creating a Modern Regional Tradition* (pp. 3-11, 81-104, 310-329). Albuquerque, NM: UNM Press.

Mitchell, Don and Staeheli, Lynn A. (2005). Turning Social Relations into Space: Property, Law and the Plaza of Santa Fe, New Mexico. *Landscape Research* 30(3), 361-378.

Garreau, Joel (2006). The Santa Fe-ing of Civilization. *The Futurist*, 40(1), 43.

Field Study sites will include:

- Santa Fe (Railrunner train will be used for transportation on this day)