

Introduction to Environmental Social Science

Fall 2007
Wednesday 11:45-1:45
Room 5383

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Required texts:

Booth, W.C. Colomb, G.G.; and Williams, J.M. 2003. *The Craft of Research*, 2nd edition. University of Chicago Press.

One of the following:

Berman, M. 1982. *All that is Solid Melts into Air*. New York: Simon and Schuster.

Cronon, W. 1991. *Nature's Metropolis*. New York: Norton.

Davis, M. 1990. *City of Quartz: Excavating the Future in Los Angeles*. New York: Verso.

Fullilove, M. 2005. *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It*. New York: Ballantine.

Gandy, M. 2003. *Concrete and Clay: Reworking Nature in New York City*. Cambridge: MIT Press.

Greenbaum, J. 2004. *Windows on the Workplace: Technology, Jobs, and the Organization of Office Work*. New York: Monthly Review Press.

Gregory, S. 1998. *Black Corona: Race and the Politics of Place in an Urban Community*. Princeton: Princeton University Press.

Hayden, D. 1995. *The Power of Place*. New Haven, CT: Yale University Press.

Henderson, G.L. 2003. *California and the Fictions of Capital: Place, Culture, and Politics*. Philadelphia: Temple University Press.

Hiss, T. 1990. *The Experience of Place*. New York: Vintage.

Jackson, J.B. 1994. *A Sense of Place, A Sense of Time*. New Haven: Yale University Press.

Kaika, M. 2005. *City of Flows: Modernity, Nature and the City*. New York: Routledge.

Kuletz, V.L. 1998. *The Tainted Desert: Environmental and Social Ruin in the American West*. New York and London: Routledge.

Lippard, L.R. 1997. *The Lure of the Local: Senses of Place in a Multicentered Society*. New York: The New Press.

Mitchell, D. 1996. *The Lie of the Land*. Minneapolis: University of Minnesota Press.

Schivelbusch, W. 1988. *The Railway Journey: Trains and Travel in the Nineteenth Century*. University of California Press.

Schroeder, R.A. 1999. *Shady Practices: Agroforestry and Gender Practices in the Gambia*. Berkeley: University of California Press.

Tuan, Y-F. 2001. *Space and Place: The Perspective of Experience*, 2nd Edition. Minneapolis: University of Minnesota Press.

Also recommended:

Becker, Howard. 1985. *Writing for Social Scientists*. University of Chicago Press.

Introduction

This seminar is the first in a three course sequence that introduces first and second year graduate students to the multi-disciplinary theoretical bases of the environmental social science field. This field grew out of a desire among scholars and practitioners to work across disciplines on real world problems of people and the environment. From the start, research was conducted in naturalistic settings and often with an action orientation. Our program, which was founded in the late 1960s, has been interdisciplinary in orientation since its inception. As those in other fields—in and outside of psychology—have come to see human-environmental issues in interdisciplinary ways, we recognize that what we do is more aptly called Environmental Social Science. The term is meant to embrace a field of study that addresses and seeks to understand the nature of the complex relationships between people and the physical environment. While no one department can cover the depth and breadth of the field, we try to provide students with a background that is broad enough to enable them to be comfortable as scholars and practitioners within this larger landscape. This means that you need to be able to navigate through substantive areas that may not be central to your own focus, and may at first blush even seem irrelevant to your interests.

The goal of this seminar is for each participant to begin to develop his or her own perspective on the nature of people-environment relationships in their larger social, economic, cultural, political, and historical context; to get a sense of the historical evolution of ideas in the field; and to begin to develop a research topic and related bibliography. Our reading encompasses historical and theoretical overviews of environmental psychology; material from a range of disciplines that came together to form the field and addressed the issues and concepts of Environmental Social Science although no 'named' field existed when they began to do so; and empirical studies in a variety of thematic areas of historic and current interest. This is a life-long endeavor and this introductory course is just that, an introduction. More like a bobsled ride through the tip of the iceberg. Hold on, it could be fun.

The course is a seminar. I will not be giving lectures. Rather we will have group discussions focused on the readings for each week. It is crucial that you to come

to class prepared to discuss the readings critically, to raise questions that may lead to further work in the program, and to add your insights on the topics raised based on your experiences and other reading. My hope is that we can create an atmosphere of collegial discussion and constructive criticism in which everyone feels free to share their ideas and perspectives. This requires preparation and rigor.

My expectations are that you will attend seminar meetings, do the required readings and papers, and participate in discussions. Papers must be typewritten (double spaced and in 12 point type) and carefully proofed. Your written work reflects you and sloppy work will be returned unread. I am prepared to give you detailed comments and return work promptly. To do this the papers must be carefully done and *handed in when due*.

Organization:

This seminar is intended to help first year graduate students from a wealth of backgrounds begin to establish themselves as professional environmental social scientists and critical thinkers. The main objectives of the course are (1) to develop reading, research, and writing skills through the critical review of various readings of relevance to our field and through the preparation of a literature review that will be written in stages over the course of the term; and 2) to become familiar with some of the theoretical and methodological debates that have helped shape environmental social science inquiry and practice. Along the way, I hope that course members begin to develop an intellectual community for themselves within and outside the Program, and that part of the process of academic professionalization is demystified. Ideally, at the end of the semester each student will have clearly defined one plausible research focus that s/he can use to organize subsequent research and writing, and represent her/himself both within and beyond the field.

Evaluation: Class participation, written assignments, and the final project are each worth a third of the course grade.

WRITTEN ASSIGNMENTS

All written assignments are due in class, unless otherwise noted. Please double space and print in 12-point type or larger.

1. So What is Environmental Social Science?

DUE: 3 October

Write a 1000 word essay that examines some of the key concerns of environmental social science as a field historically and at the present moment. There are a variety of resources available to accomplish this task. For example, you may want to review some of the periodic reviews of environmental psychology published in the *Annual Review of Psychology* since 1973. These reviews can be read as an insider's attempt to simultaneously make sense of and guide the field theoretically, methodologically, and practically. You may also want to consult the various Handbooks of the field (see below for a partial list), textbooks and readers, key journals in the field such as *Journal of Environmental*

Psychology or Environment and Behavior, various proceedings of the Environmental Design Research Association (EDRA), and a couple of notable multi-volume series (one published by Plenum and another by Praeger) that tackle issues in the field.

Your essay should distill a small number of topical concerns, examine 2-3 theoretical and methodological approaches to these concerns, provide some sense of the underlying assumptions and values that guide work in the field, and offer an assessment of where these authors (and you) see the field going. As you examine these ideas and concerns try to distill a sense of the evolution of the field in relation to the broader historical geography in which they have taken shape.

Some things you might want to look at (or not):

Stokols, D. 1995. The Paradox of Environmental Psychology. *American Psychologist* 50(10):821-37.

Bechtel, R. and Churchman, A. (eds). 2002. *Handbook of Environmental Psychology*. New York: Wiley.

Stokols, D. and Altman, I. 1987. *Handbook of Environmental Psychology, Volumes 1 & 2*. New York: Wiley.

Wapner, S., Demick, J., Yamamoto, T., and Takahashi, T. 1997. *Handbook of Japan-United States Environment-Behavior Research: Toward a Transactional Approach*. New York: Plenum.

2. Book review

DUE: 24 October

Select a book from the list on the first page or one of your own choosing (though if you do, please confirm your choice with me). Read it carefully and write an 800-1000 word book review. Your review should address what the central theme or argument of the book is; what kind of evidence is produced or summoned to support the argument; the author's theoretical perspective; how the book reflects and develops the interests and concerns of environmental social science; and offer a critique of the book's strengths and weaknesses. Imagine that you are writing the review for an Environmental Social Science journal and indicate in your review why (or why not) the book is relevant to the concerns of the field. I will hand out guidelines for how to write a book review.

3. Problem Problem

DUE: 28 November

You will receive a recent newspaper article. This will not be a piece of research, nor will it be academic in nature. Your task is to convert the substance of the article into a 'research problem,' and write a brief (750 word) research proposal that addresses it. Your statement should encompass the following: (1) identifying a 'researchable' problem; (2) some ideas that you think help to

explain this problem (a sort of working hypothesis); (3) some critical or theoretical concepts that might help you in your analysis; and (4) the kinds of evidence you would need to confirm your tentative 'hypothesis' or working explanation. You should give your project a title—preferably something interesting—imagine your readers are a panel of professors who review student projects for funding.

4. Final Project: Literature Review

DUE: 19 December

The purpose of this project is to help you to develop an historical understanding of concepts and issues in Environmental Social Science within and across disciplines, to gain some experience in conducting library research, and to give you the opportunity to formulate questions for future research, preferably a problem you will actually work on for your second year paper.

Select a topic of interest to you in Environmental Social Science. Your topic may be anything from a setting, such as playgrounds or workplaces; an issue, such as aging and the environment or gentrification; or an environmental practice such as participatory design or post-occupancy evaluation. When you have selected a topic, email me 3-5 sentences on why you have chosen that particular concept. Let me know what you will try to examine, why it is interesting, and whether you have any particular hypotheses about it. This message will serve two purposes; it will let me know (and have the opportunity to comment upon) what you plan to address, and it will help you to organize your thoughts on your topic and give you some structure as you peruse the literature. The sooner I have your email, the sooner I can respond. But if you need some official prodding, E-mail me no later than 1 November. I expect your ideas to evolve as you read, so do not feel bound to these questions as your reading progresses.

After you have selected a topic, develop a review of the literature concerning it. In order to accomplish this task, it will be necessary to familiarize yourselves with the libraries at your disposal, which include not only the CUNY libraries, but the New York City Public Library, and other university and specialized libraries in the city. I strongly urge you to avail yourselves of our library's workshops, which will assist you in learning to negotiate the university's and city's collections, databases, and various research procedures. Ms. Polly Thistlethwaite is a fabulous librarian whose concentration includes our program. Please feel free to contact her for assistance with conducting your literature review.). Once you are into the libraries, it will be important for you to learn about the kinds of literature that exists on the topic of interest (don't just rely on the web!), and the general concerns that they cover. After you are familiar with the relevant literature, select 15-25 key references that inform your topic, and write a literature review that distills two to three of the interpretive frameworks in the literature and addresses the kinds of concerns taken up in each piece, what each reading contributes to the field of study on the question, and what drawbacks you see in the piece and its approach to the problem at hand. The literature you cover must come from more than one field, i.e., from environmental social science, broadly conceived, but also from at least one of the following disciplines: geography, psychology, architecture, planning, anthropology, sociology, or landscape architecture. You should draw on

literature from different periods (not everything was written last Tuesday!), and ideally should include sources of various kinds such as primary documents, secondary materials, dissertations, and the web. You may find it useful to write a brief annotation for each piece you read, which addresses the main research questions, the theoretical approach, the methodology (if appropriate), and one or two criticisms of the piece. These annotations are for your own use and are not part of the literature review.

In writing the literature review, you should identify and evaluate several different approaches/puzzle-solving strategies/interpretations/theories that have relevance for your topic. The authors and ideas you identify may be contradictory at some level. Some of the concepts may be inconsistent. These contradictions and differences between authors point to interesting problems that may help you advance a research agenda of your own. Develop a review of the materials that reveals the common grounds of concern regarding your topic or question, but also works through the differences among authors. As you review the material, you should be working towards refining your own research question. Your review should demonstrate a clear understanding of at a few key approaches and some of the authors associated with them. Situate yourself and these authors against the backdrop of a larger body of literature. Be sensitive to rival explanations and hypotheses. Show gaps or ambiguities in the literature without 'throwing the baby out with the bath-water.' It is neither necessary nor appropriate to stake your own claims on top of dung heap of discredited ideas.

Discuss how this literature helps you do one or more of the following:

- develop and use workable definitions and concepts;
- identify 'hypotheses,' questions, and important causal connections;
- provide analytical frameworks that assist you in posing your research question.

Your discussion should address the connections between what you have learned from the literature and your own interests in a way that helps define a research question that you will pursue next year (and may be working on in Methods). The essay should make connections between the ways your topic has been addressed in the literature, and the concerns of contemporary Environmental Social Science as we have addressed them in this seminar. This review essay should not exceed 20 pages, including the bibliography.

COURSE SCHEDULE

29 August	Introduction and Course Overview
5 September	Interdisciplinarity and Academic Practice
12 September	NO CLASS (ROSH HASHANAH & RAMADAN)
19 September	Early Influences
26 September	Theoretical Approaches to the Field
3 October	Place Identity and Place Attachment First Essay Due
10 October	Housing and Neighborhoods
17 October	Home and Objects
24 October	Work Environments Book Review Due
31 October	Privacy
7 November	Public Space
14 November	Landscape
21 November	NO CLASS (FOLLOWS FRIDAY SCHEDULE)
28 November	Production of Nature Problem Problem Due
5 December	Questions of Scale
12 December	Back to the Future
19 December	Final Projects Due

READINGS AND COURSE SCHEDULE

All readings are available online through Eres (electronic reserves) at the Mina Rees Library under the course name and number: PSYC79100 - Introduction to Environmental Social Science (Fall 2007) - Katz. You will need a password to access the readings, and the password will be revealed in class.

29 August INTRODUCTION

5 September

INTERDISCIPLINARITY, SCIENCE, AND ACADEMIC PRACTICE

Readings:

C. Wright Mills. 1959. Chapter 1 "The Promise" & "On Intellectual Craftsmanship," *The Sociological Imagination*. London: Oxford University Press, pp. 3-24; 195-226.

Harvey, D. 1973. Chapter 1 "Social Processes and Spatial Forms: The Conceptual Problems of Urban Planning," *Social Justice and the City*. Baltimore: The Johns Hopkins University Press, pp. 22-49.

Finger, A. and Rosner, V. (eds.) 2001. Forum: Doing Feminism in Interdisciplinary Contexts, *Feminist Studies* 27(3):499-531.

Harvey, D. 1994. "On Doing Interdisciplinary Research in a Multidisciplinary World." (photocopy)

Brill, M. 1990. Thinking...As Much Fun as Sex, Drugs, and Rock and Roll. In I. Altman and K. Christensen (eds.) *Environment and Behavior Studies, Vol. 11, Emergence of Intellectual Traditions*. New York: Plenum, pp. 187-223.

Read one of the following:

Interview with Professor Natalie Zemon Davis. In *Visions of History*, ed. by H. Abelove, et al. New York: Pantheon, 1976, pp. 97-122.

Interview with Professor John Womack. In *Visions of History*, ed. by H. Abelove, et al. New York: Pantheon, 1976, pp. 245-262.

12 September NO CLASS (HOLIDAY)

19 September EARLY INFLUENCES

Readings:

Lynch, Kevin. 1960. *The Image of the City*. Cambridge: MIT Press. Chapter 1, pp. 1-13.

- Sommer, R. 1969. *Personal Space: The Behavioral Basis for Design*. Engelwood Cliffs, NJ: Prentice Hall. Chapter 2; pp. 12-25.
- Barker, R. 1963. On the Nature of the Environment. *Journal of Social Issues* 19:17-38.
- Hall, E.T. 1966. *The Hidden Dimension*. New York: Doubleday. Chapter 9, The Anthropology of Space: An Organizing Model; pp. 95-105. [Reprinted in H.M. Proshansky, W.H. Ittelson, L.G. Rivlin (eds.) *Environmental Psychology: People and their Physical Settings*, New York: Holt, Rinehart and Winston, pp.16-27.]
- Proshansky, H.M., Ittelson, W.H., Rivlin, L.G. 1976. Freedom of Choice and Behavior in a Physical Setting. In H.M. Proshansky, W.H. Ittelson, L.G. Rivlin (eds.) *Environmental Psychology: People and their Physical Settings* (2nd Edition). New York: Holt, Rinehart and Winston pp. 170-89.
- Burton, I. and Kates, R.W. 1964. The Perception of Natural Hazards in Resource Management, *Natural Resources Journal* 3:412-441.
- Alexander, C. 1967. The City as a Mechanism for Sustaining Human Contact. in W. Ewald (ed.) *Environment For Man: The Next Fifty Years*, Indiana University Press, pp. 60-102.
- Wohlwill, J. 1970. The Emerging Discipline of Environmental Psychology, *American Psychologist* 25(4):303-312.

Other things at the roots:

- Ittelson, W.H. 1970. Environment Perception and Contemporary Perceptual Theory. In H.M. Proshansky, W.H. Ittelson, L.G. Rivlin (eds.) *Environmental Psychology: People and their Physical Settings*, New York: Holt, Rinehart and Winston pp. 141-54.
- Gould, P.R. 1973. On Mental Maps. In R. Downs and D. Stea (eds.), *Image and Environment: Cognitive Mapping and Spatial Behavior*. Chicago: Aldine. (reprint) pp. 179-220.
- Lowenthal, D. 1961. Geography, Experience and Imagination. Towards a Geographic Epistemology, *Annals of the Association of American Geographers* 51:243-60.

26 September THEORETICAL APPROACHES TO THE FIELD

Readings:

- Saegert, S. and Winkel, G.H. 1990. Environmental Psychology. *Annual Review of Psychology* 41:441-77.
- Rapoport, A. 1997. Theory in Environment-Behavior Studies, in *Handbook of Japan-United States Environment-Behavior Research: Toward a Transactional Approach* edited by S. Wapner et al. New York: Plenum. pp. 399-421.

Wicker, A.W. 2002. Ecological Psychology: Historical Contexts, Current Conceptions, Prospective Directions, in *Handbook of Environmental Psychology* edited by R. Bechtel and A. Churchman. New York: Wiley. pp. 114-26.

Werner, C.M., Brown, B.B. and Altman, I. 2002. Transactionally Oriented Research: Examples and Strategies, in *Handbook of Environmental Psychology* edited by R. Bechtel and A. Churchman. New York: Wiley. pp. 203-21.

3 October PLACE IDENTITY AND PLACE ATTACHMENT ASSIGNMENT 1 (So What Is... Essay) DUE

Readings:

Proshansky, H.M., Fabian, A.K., and Kaminoff, R. 1983. Place Identity: Physical World Socialization of the Self, *Journal of Environmental Psychology* 3:57-83.

Rivlin, L.G. 1987. The Neighborhood, Personal Identity, and Group Affiliations. In I. Altman and A. Wandersman (eds.), *Neighborhood and Community Environments*, New York: Plenum, pp. 1-34.

Fried, M. and Gleicher, P. 1961. Some Sources of Residential Satisfaction in an Urban Slum. *JAIIP*, 27(4):305-15.

Hewitt, K. 1983. Place Annihilation: Area Bombing and the Fate of Urban Places. *Annals of the Association of American Geographers* 73:257-84.

Chawla, L. 1992. Childhood Place Attachments, in *Place Attachment* edited by I. Altman and S.M. Low, New York: Plenum Press, pp. 63-84.

Tuan, Y-F. 2001. *Space and Place: The Perspective of Experience*. Chapter 11, "Attachment to Homeland." Minneapolis: University of Minnesota Press, pp. 149-60.

Gordon, M. 2001. *Seeing Through Places: Reflections on Geography and Identity*. Chapter 1, "My Grandmother's House." New York: Scribner.

10 October NEIGHBORHOODS AND COMMUNITY

Readings:

Bauer, C. 1951. Social Questions in Housing and Community Planning. *Journal of Social Issues* 7:1-34.

Saegert, S. 2006. Building Civic Capacity in Urban Neighborhoods: An Empirically Grounded Anatomy. *Journal of Urban Affairs* 28(3): 275-94.

Smith, N. 1996. *The New Urban Frontier: Gentrification and the Revanchist City*. New York: Routledge. Chapter 1, pp. 3-29 plus notes.

Gregory, S. 1998. *Black Corona: Race and the Politics of Place in an Urban Community*, Princeton: Princeton University Press. Chapter 5, "Race and the Politics of Place," pp. 109-38.

17 October HOME AND OBJECTS

Readings:

- Cooper, C. 1974. The House as Symbol of the Self. In J. Lang et al. (eds) *Designing for Human Behavior*, Stroudsburg, PA: Dowden, Hutchinson and Ross. pp. 130-46. (Reprinted in H.M. Proshansky, W.H. Ittelson, L.G. Rivlin (eds.) *Environmental Psychology: People and their Physical Settings*, (2nd Edition). New York: Holt, Rinehart and Winston, 1976. pp.435-48.)
- Rapoport, A. 1969. *House Form and Culture*. New York: Prentice Hall. Chapter 3, Socio-Cultural Factors and House Form. Pp.46-82.
- Duncan, J.S. and Lambert, D. 2003. Landscapes of Home. In J.S. Duncan, Johnson, N.C. & Schein, R.H. (eds.) *A Companion to Cultural Geography*, Oxford: Blackwell, pp. 382-403.
- Saegert, S. 1985. The Role of Housing in the Experience of Dwelling. In I. Altman and C. Werner (eds.) *Home Environments*, New York: Plenum. pp. 287-303.
- Imrie, R. 2004. Disability, Embodiment and the Meaning of Home. *Housing Studies* 19:745-64.
- Csikszentmihalyi, M. and Rochberg-Halton, E. 1981. *The Meaning of Things: Domestic Symbols and the Self*. Cambridge: Cambridge University Press. Chapters 1-2, pp. 1-54.
- Bih, H. 1992. The Meaning of Objects in Environmental Transition: Experiences of Chinese Students in the United States. *Journal of Environmental Psychology* 12:135-47.

24 October WORK ENVIRONMENTS ASSIGNMENT 2 Book Review DUE

Readings:

- Ahrentzen, S. 1997. The Meaning of Home Workplaces for Women, in *Thresholds in Feminist Geography* edited by John Paul Jones III, Heidi J. Nast, and Susan M. Roberts. New York: Rowman and Littlefield. pp. 77-92.
- Becker, F. and Steele, F. 1995. *Workplace by Design: Mapping the High- Performance Workscape*. San Francisco: Jossey-Bass. Chapters 1 & 2, pp. 3-26.
- Zuboff, S. 1988. *In the Age of the Smart Machine: The Future of Work and Power*. New York: Basic Books. Chapters 1 & 2, pp. 19-96.

Greenbaum, J. 2004. *Windows on the Workplace: Technology, Jobs, and the Organization of Office Work*. New York: Monthly Review Press. Chapter 4: "The 1980s: Stumbling toward 'Automated' Offices," pp. 62-80.

Chapin, D. et al. 2005. Salk Institute Video.

Wright, G. 2000. The Virtual Architecture of Silicon Valley. *Journal of Architectural Education* 54(2):88-94.

31 October PRIVACY

Wolfe, M. 1978. Childhood and Privacy. In I. Altman and J.F. Wohlwill (eds.), *Children and the Environment*, New York: Plenum, pp. 175-222.

Katz, C. 2001. The State Goes Home: Local Hypervigilance of Children and the Global Retreat from Social Reproduction. *Social Justice* 28(3):47-56.

Parenti, C. 2003. *The Soft Cage: Surveillance in America from Slave Passes to the War on Terror*. New York: Basic Books. Chapter 10, pp. 131-50.

Koskela, H. 2000. 'The Gaze without Eyes': Video-surveillance and the Changing Nature of Urban Space, *Progress in Human Geography* 24(2):243-65.

Chauncey, G. 1996. 'Privacy Could only be had in Public': Gay Uses of the Streets, in *Stud: Architectures of Masculinity* edited by Joel Sanders, Princeton: Princeton Architectural Press. pp. 224-61.

7 November PUBLIC SPACE

Readings:

Olmsted, F.L. 1870. Public Parks and the Enlargement of Towns. Presented at the Lowell Institute, Lowell, Massachusetts. Reprinted in *Civilizing America's Cities. A Selection of Fredrick Law Olmsted's Writings on City Landscape* edited by S.B. Sutton. Cambridge, MA: MIT Press. 1975.

Carr, S.; Francis, M., Rivlin, L.G., Stone, A.M. 1992. *Public Space*. Cambridge: Cambridge University Press. Chapters 1-3, pp.1-84.

Ruddick, S. 1996. Constructing Differences in Public Spaces: Race, Class and Gender as Interlocking Systems, *Urban Geography* 17(2):132-51.

Low, S.M. 1996. Spatializing Culture: The Social Production and Social Construction of Public Space in Costa Rica. *American Ethnologist* 23(4):861-79.

Lippard, L.R. 1997. *The Lure of the Local: Senses of Place in a Multicentered Society*. New York: The New Press. pp. 242-260.

14 November LANDSCAPE

Readings:

- Jackson, J.B. 1984. *Discovering the Vernacular Landscape*. New Haven: Yale University Press. Chapters 1-2 & 13; pp. 3-55; 145-57.
- Hayden, D. 1995. *The Power of Place*. New Haven: Yale University Press. Chapter 2, 'Urban Landscape History: The Sense of Place and the Politics of Space' pp. 14-43.
- Mitchell, D. 1996. *The Lie of the Land*, Chapter 1 'California: The Beautiful and the Damned.' Minneapolis: University of Minnesota Press. pp. 13-35.
- Lippard, L.R. 1997. *The Lure of the Local: Senses of Place in a Multicentered Society*. New York: The New Press. Introduction 'All over the Place,' pp. 4-20
- Anderson, K. 1987. The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category. *Annals of the Association of American Geographers*, 77(4):580-598.

21 November NO CLASS (FOLLOWS FRIDAY SCHEDULE)

28 November PRODUCTIONS OF NATURE ASSIGNMENT 3 'Problem Problem' DUE

Readings:

- Wilson, A. 1992. *The Culture of Nature*, Chapter 3 'Nature at Home: A Social Ecology of Postwar Landscape Design.' Oxford: Blackwell. pp. 88-115.
- Jackson, J.B. 1994. *A Sense of Place, A Sense of Time*, Chapter 6, 'Beyond Wilderness.' New Haven, Yale University Press. pp. 71-91.
- Katz, C. 1998. Whose Nature, Whose Culture? Private Productions of Space and the Preservation of Nature, in B. Braun and N. Castree (eds) *Remaking Reality: Nature at the End of the Millenium*. New York and London: Routledge, pp. 46-63.
- Hart, R. and Chawla, L. 1981. The Development of Children's Concern for the Environment.
- Kaplan, S. 1995. The Restorative Effects of Nature: Toward an Integrative Framework. *Journal of Environmental Psychology* 15(3): 169-82.
- Kaika, M. 2004. Interrogating Geographies of the Familiar: Domesticating Nature and Constructing the Autonomy of the Modern Home. *International Journal of Urban and Regional Research* 28:265-86

5 December QUESTIONS OF SCALE

Readings:

- Smith, N. 1992. Contours of a Spatialized Politics: Homeless Vehicles and the Production of Geographic Scale, *Social Text* 33:55-81.
- Marston, S.A. 2000. The Social Construction of Scale, *Progress in Human Geography* 24(2):219-42.
- Zube, E. 1991. Environmental Psychology, Global Issues, and Local Landscape Research, *Journal of Environmental Psychology* 11:321-334.
- Brown, M. 1995. Sex Scale and the 'New Urban Politics': HIV Prevention Strategies from Yaletown Vancouver, in *Mapping Desire: Geographies of Sexualities* edited by David Bell and Gill Valentine. New York and London: Routledge. pp. 245-263.
- Marston, S.A., Jones III, J.P. & Woodward, K. 2005. Human Geography Without Scale, *Transactions of the Institute of British Geographers* 30(4): 416-32.

12 December BACK TO THE FUTURE

- Saegert, S. 1993. Charged Contexts: Difference, Emotion and Power in Environmental Design Research. *Architecture and Behavior* 9(1):69-84.
- Ward, A.1996. The Suppression of the Social in Design: Architecture as War, in *Reconstructing Architecture: Critical Discourses and Social Practices* edited by T.A. Dutton and L.H. Mann, Minneapolis: University of Minnesota Press. pp. 27-70.
- Allsopp, B. 1980. Educating the Client, in *Architecture for People* edited by B. Mikellides, NY: Holt Rinehart and Winston. pp. 41-43.
- Hertzberger, H. 1980. Shaping the Environment, in *Architecture for People* edited by B. Mikellides, NY: Holt Rinehart and Winston. pp. 38-40.

FINAL PROJECTS DUE 19 DECEMBER