

People, Places, and Belonging (Fall 2024)
(SYA 4930, Class #25855, section BM40)

When: Tuesday 2-3 periods (8:30-10:25 a.m.), Thursday 3 period (9:35-10:25 a.m.)
Where: PUGH 120

This section is NOT a Writing Requirement section for the 24,000 word-writing requirement.

Dr. William Marsiglio
Email: marsig@ufl.edu
Home Page: <https://people.clas.ufl.edu/marsig/>
Office Hours: I will hold regular office hours in 3108.

Tuesday: 10:30 a.m. – 11:30 a.m.
Thursday: 10:30 a.m.-- 12:30 p.m.
And by appointment (zoom is a possibility)

NOTES:

1. I will use Canvas for this course. **If you want to communicate with me via email, please do so directly at marsig@ufl.edu rather than through the Canvas system.**
2. Because this is an upper division course, you should have taken at least one (preferably more than one) introductory course in sociology, women's studies, or psychology. However, I have had students without any prior experience in the social sciences excel in my upper-division courses when they are committed to working hard.
3. This is a fairly reading intensive course with 3 books (2 which you will purchase) and 13-14 chapters/essays. Thus, if you do not like to read you should avoid taking this course.

COVID-19 PROTOCOL

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, we are all responsible for doing everything we can to protect ourselves and others in the classroom. At the time of I want to facilitate safe classroom interactions. As you know, health professionals and university officials continue to work with fluid recommendations for what mitigating strategies are appropriate, so more specific guidelines may be shared later.

KEY COVID-19 RELATED LINKS

COVID-19 Community Testing Locations: <https://ufhealth.org/covid-19-test/locations>
UF Gator Perks Program: <https://benefits.hr.ufl.edu/gatorperks/discount-program/shopping/>
UF COVID-19 Vaccine Scheduling Information: <https://one.ufl.edu/>
UF Health Vaccination Information: <https://coronavirus.ufhealth.org/vaccinations-2/vaccine-availability/>

COURSE SUMMARY

A place is where social life happens. It affects all of us—for better or worse. Our relationship to our natural, socially constructed, and built environments informs our embodied feelings, thoughts, and behaviors. Places have implications for every scale of human experience ranging from the personal to the communal to the global.

The characteristics of a place, and how we interpret them, can affect us in myriad ways, sometimes unwittingly. Identities are expressed and contested in place. Our emotional highs and lows typically occur in a place that matters to us. Place characteristics can, and often do, influence our ability to feel a sense of group belonging and comfort from our relationships and commitments. Our natural urge to feel a part of something bigger than ourselves can be cultivated when our social life unfolds in a place that enables us to feel connected to others and at peace with ourselves. Collective identities expressed in terms of religious, political, lifestyle, and national allegiances are often connected to place. Moreover, aspects of a place can encourage or discourage our sense of safety, privacy, opportunity, independence, relevance, curiosity, authenticity, and more. In short, place characteristics affect our well-being and the health of the groups to which we belong because they are intimately linked to the social activities that, by definition, have to occur somewhere, and that somewhere is a place.

To grapple with the complex and vital notions of place, this course frames place broadly. As such, we consider diverse places including nature, home/dwelling, communities/regions, public space, sites for producing and exchanging goods and services, institutions, key landmarks and ceremonial settings, leisure spots, transport vehicles and hubs, and the metaverse. In addition, we address places that are relevant to at least one of the following five key social domains: 1) intimate groups, 2) community groups and communities, 3) thought communities, 4) leisure/sports, and 5) paid work.

With these diverse places and social domains in mind, we examine how various social processes linked to place shape our personal and social experiences in consequential places. These processes include what we'll refer to as *claims*, *attachments*, *rituals*, and *transitions* (CART). The course's interdisciplinary approach underscores the value of understanding how we experience place as a multifaceted concept. Although we interrogate place by drawing attention primarily to the social and gendered aspects of how place affects our personal and social lives and how we can transform a place and make it as desirable as possible, we also consider how place is related to psychological, environmental, geographical, urban planning, legal, political, and historical forces.

Some of the main questions we explore include the following:

1. To what extent and how does our concern about place influence our life choices?
2. How are places gendered and what are the social implications of this reality?
3. What types of attachments do we develop to specific places that have consequences for our sense of group belonging?
4. How do social forces related to group belonging either promote or discourage our attachments to specific places and the people associated with them?

5. How do place-based rituals encourage people to assign meaning to a place and strengthen their sense of we-ness?
6. How has social media offered us new and more mobile ways to realign ourselves to place and provide us with the means to pursue a sense of we-ness differently?
7. How can we expand our conceptualization of place to accommodate our future experiences with the metaverse?
8. What social processes transform a place and alter the way we feel about and react to it?
9. How do characteristics of a place affect our willingness to work in concert with, or in opposition to others who wish to bring about change, or sustain the status quo?
10. How can we do collaborative, effective placemaking for the places that matter to us?

COURSE OBJECTIVES

Requires students to work both independently and in small groups to achieve six objectives:

1. Identify the different types of places that affect our lived experience and the properties that differentiate one place from another
2. Identify and understand the key elements of the *CART* framework (claims, attachments, rituals, and transitions)
3. Identify and understand the key elements of the *BASIN* strategy toward ethical placemaking (beneficence, autonomy, social and environmental justice, inclusive collaboration, and nonmaleficence)
4. Articulate the contributions of key thinkers to the development of the *CART* and *BASIN* frameworks
5. Apply key course concepts to complete a self-assessment of the student's experiences with places that matter to them
6. Design a group proposal for an initiative that addresses a place-based action setting while integrating key course concepts

My plan is to balance the individual versus the cooperative learning approach.

First, we explore why, how, and with what effect individuals integrate their experiences with aspects of place into their lives. Students will be encouraged to reflect on and assess their own life experiences to determine how they have been affected by and navigated a place that has special meaning to them.

Second, students will be given the opportunity to refine their collaborative skills by working on a small group project that will require them to develop placemaking strategies to address a social issue of interest to them.

Students will be exposed to an interdisciplinary literature that will help them broaden and deepen their understanding of the core theoretical perspectives and concepts (e.g., place consciousness, place attachment, placemaking, place identity, transitory emplacements, insiderness, outsiderness,

place ballet, placelessness, place justice, umwelt, and many more) relevant to a social scientific study of place. Students will also learn how the *MEAL* life skills (mindfulness, empathy, altruism, and leadership) can be used to enhance our attachments, promote supportive rituals, smooth out transitions, and allow us to manage with less conflict the claims we and others make on places. The course requires students to work both independently and in small groups to achieve two basic objectives:

Note: During the second week of the semester (after drop/add period), students will be assigned to a small group (3-4 students). Students will be responsible for completing the group project outlined below. They will also have other in-class assignments to complete as part of this group. My vision is that the group's supportive energy will grow organically and provide students with an informal, semi-structured resource to help them navigate the course. Ideally, it will provide students with an insider's view of how we-ness can be built and managed in real-time. That said, roughly 70% of a student's grade will be based on their individual efforts and 30% will reflect their involvement in group-based activities.

REQUIRED READING MATERIALS

1. William Marsiglio (2024). *People, Places, and Belonging: Deepening Our Sense of Identity and Community* (Toronto: Aevo, University of Toronto Press). The uncorrected page proofs available on CANVAS.

2. Leslie Kern, *Feminist City* (Toronto: Between the Lines, 2019). 177 text pages

3. B. Brian Foster, *I Don't Like the Blues: Race, Place & the Backbeat of Black Life* (Chapel Hill, NC: The University of North Carolina Press, 2020). 115 text pages

A Series of Journal Articles & Book Chapters PDFs posted on CANVAS

Note: From my past experience students typically do better on their exams if they print the journal/chapter documents and highlight them and write notes on them!

Alternatively, they use software to allow them to highlight the document electronically.

CLASS FORMAT AND ETIQUETTE

This course is reading and discussion intensive. The format is a combination of lecture, class discussion, in-class small group exercises, and videos. The lectures supplement the assigned reading material, so it is important that students attend class regularly in addition to reading the assignments. I encourage student participation and portions of some classes will be set aside specifically for class discussion on selected topics. Students will be encouraged to refine their critical thinking skills individually while completing small in-class group projects. In addition, students will have an opportunity to learn about qualitative interviewing and personally conduct in-depth interviews.

Students should feel free to think about how their personal experiences are relevant to our class

discussions and group exercises; however, it is essential that students attempt to understand how their experiences illustrate sociological concepts and general patterns or represent exceptions to those patterns.

Because many students are likely to have strong personal opinions about the issues we will cover in this course, we need to create an environment in which students feel comfortable expressing their ideas and disagreeing with one another in a civil manner. My teaching philosophy is grounded on the assumption that it is better to "allow" students to take unpopular or unconventional stands on gender issues than to try and police speech. However, I expect students to direct their critical comments toward a specific idea or philosophy, rather than personalizing attacks against other students. So long as the comment does not reflect a personal attack, I will expect students to take the initiative to defend their own position in a civil way if they are offended by another student's way of thinking.

If all goes as planned, we should have a lot of fun and learn from each other.

Assignment Due Dates and Final Grade Contribution			
	Due Date	Points	Percent Toward Final Grade
In-class Small Group Projects, Individual Reading Reflections	20% (handed-in during class, some worth 10 and others 20 points), not accepted outside of class; I will drop the lowest score. Students with missed in-class assignments beyond the one dropped score will have the opportunity to make up those points on the Final Exam in they have my approval for an EXCUSED ABSENCE. See text below for detailed explanation.	200	20%
Quiz	September 24, Tuesday (Beginning of class)	100	10%
Movie/Show Paper	October 24, Thursday (in class)	100	10%
Individual Paper (option 1 or 2)	November 7, Thursday (in class)	200	20%
Group Project (Typed Report and Oral Presentation)	November 20 st or November 25 th , The submission date is tentative because it will depend on when we start the oral reports. To be fair to all students/teams I will have everyone turn in hard copies of the written reports at the same time: by 12:00 p.m. in my office—the day before oral reports will start to happen	200	20%
Final Exam	December 9 (Monday), 3:00 a.m. – 5:00 p.m.	200	20%

GRADING POLICIES

The quiz will consist of 20-25 multiple choice questions (and perhaps a short essay question). The final exam will consist of 50 multiple choice questions. The questions for both the Quiz and Final Exam will require students to understand the meaning of concepts, theories, and empirical patterns related to the material. The final will be cumulative. I will provide some sort of study guide late in the semester. The exam is the property of this course. Students are NOT permitted to take an exam out of the classroom or office nor may they write down exam questions--failure to comply will result in an "E" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "E" for the exam and the entire course and I will not hesitate to take students to honor court.

I expect all students to take the exam during the scheduled class period. I do not give make-up exams except under the rarest of circumstances. You **MUST NOTIFY ME IN ADVANCE** that there is a very serious problem, and I will process your request based on university policy regarding excused absences and make-up exams. If I administer a make-up exam, I reserve the right to give an exam that is of the same format but different questions from the exam the class had. Students who take make-up exams for **ANY REASON**, other than university authorized absences, will be graded on a straight percentage scale (i.e., any curve that is applied to students who take the exam during the scheduled period will **NOT** apply to students taking a make-up exam). My policy is designed to promote fairness for students taking the exam during the scheduled period because those who take it late have additional time to study and potentially consult with students who have taken the scheduled exam. I encourage you to not take this class if you anticipate that you might miss an exam. I will administer **NO EARLY FINAL EXAMS** (everyone, including seniors and out-of-state students, will take the exam during the scheduled period).

I expect to receive all individual student papers and group reports by the assigned due dates. I will assign a late penalty of 20 points per DAY (not class period) for papers handed in after the announced due date (regardless of your excuse unless it is a university authorized absence). If the project is due on a Tuesday and you don't get around to submitting it to me until Thursday, you will be penalized 20 points apiece for Tuesday and Wednesday (40 points). For example, if you would have earned, say, 260 points out of a possible 300 (87% = B+), your project score would be 220 due to the penalty (73%= C). A good strategy is to complete your paper a week in advance and then spend the last week making minor changes to it if necessary and having your friends proof-read it.

Your final grade is based solely on the assignments and grading scale listed above. In addition, I may, on rare occasions, award a student from 1-10 additional points if he/she has done an **EXCEPTIONAL** job in class discussion and has stellar attendance. Offering insightful comments and asking thought provoking questions on a regular basis throughout the course is required--simply talking a lot does not suffice nor will an occasional brilliant comment earn you any of the points. Being present and being prepared **EVERY** day (having read the material) is part of **EXCEPTIONAL** participation in my mind. To clarify my philosophy regarding these potential points, I'll describe a specific student I once had who would have risen to the level of being awarded some **EXCEPTIONAL** participation points (she actually earned an A so she didn't

need them). The person attended class EVERY day; she was on time EVERY day; she did her readings on time throughout the ENTIRE semester; she actually read them early in the morning prior to each class period; she was able to answer EVERY question regarding the readings that other students could not; she offered insightful commentary on a consistent basis throughout the ENTIRE semester--not in spurts; she asked thought provoking questions at various points throughout the ENTIRE semester; and she was a leader in her small in-class group projects. This student is the standard I use to assess EXCEPTIONAL participation. I include this option to provide a little protection to the rare student who works incredibly hard but may have some unforeseen tragedy adversely affect his or her performance on one of the other assignments.

There is absolutely NO additional extra credit for this course. **Please do NOT ask about extra credit.**

VERY IMPORTANT: Your final point total, and the letter grade associated with it, are FINAL. I will NOT simply add a point or two to someone's final point total so he or she can get a passing grade or a score that will enable the student to graduate that semester. Students should not ask for preferential treatment: it's unfair to the other students and challenges the integrity of the grading scale. **Students must complete ALL assignments to pass the course.**

SPECIAL CONSIDERATIONS

Students are **NOT** permitted to sell class notes or tapes of lectures, presentations, or discussions. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which they need to present to me when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The SDS office is located in 001 Reid Hall.

Students interested in seeking writing assistance should consider visiting the UF Reading & Writing Center (RWC). It provides 30-minute consultations. The RWC is located in SW Broward Hall, phone: 392-6420 <http://www.at.ufl.edu/rwcenter>

CAMPUS RESOURCES

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273- 4450.
- Collegiate Veterans Success Center: The Collegiate Veterans Success Center supports UF student veterans, service members, and family members of veterans with a designated space on campus to study, socialize, and meet with on and off campus resources in a fun and relaxing atmosphere. Please visit the website or contact vetsuccess@dso.ufl.edu or 352-294-7233 for more information.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

FINAL GRADE DISTRIBUTION

The distribution I list below shows the range of grades, the grade point value in terms of how a student's grade will be calculated into his or her GPA, the percentage range I will be using to assign final grades, and the point value range that I'll use to determine final grades. PLEASE NOTE THAT IF YOU EARN A GRADE OF "C-" OR BELOW IT WILL NOT BE COUNTED TOWARD YOUR SOCIOLOGY MAJOR REQUIREMENTS. In other words, you will need at least 730 points in this class in order for it to count toward your sociology major requirements.

Grade	Grade Points	Percent	Points
A	4.0	93-100	930-1,000
A-	3.67	90-92	900-929
B+	3.33	87-89	870-899

B	3.0	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.0	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.0	63-66	630-669
D-	.67	60-62	600-629
E	0	Below 50	599 and below

INCOMPLETE GRADES

The College of Liberal Arts and Sciences has a specific policy and proceed regarding incomplete grades. Please see the following documents:

<http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf>

<http://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf>

UNIVERSITY OF FLORIDA HONOR CODE

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

Preamble

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is

diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Student Responsibility

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council or Student Conduct and Conflict Resolution in the Dean of Students Office.

Faculty Responsibility

Faculty members have a duty to promote honest behavior and to avoid practices and environments that foster cheating in their classes. Teachers should encourage students to bring negative conditions or incidents of dishonesty to their attention. In their own work, teachers should practice the same high standards they expect from their students.

Any form of "paper sharing," electronic paper purchasing, or plagiarism will not be tolerated. I will fail students for the entire COURSE for any form of academic misconduct regarding the preparation of their paper. Please do your own work!

PROJECT ASSIGNMENT DESCRIPTIONS

ASSIGNMENT DESCRIPTIONS

Attendance: In-class Small Group Projects, Individual Reading Reflections (worth 200 points)

Because this course will be discussion oriented and include a number of in-class exercises, so attendance is **CRITICAL**. At various points throughout the course (20 times at most, unannounced many times), I will ask students to complete projects during the class period or I will request that students answer a question I pose in class and submit their answer to me before the following class period. Sometimes I will just take attendance and those who are there from the **VERY BEGINNING** will receive 10 points; late students will receive fewer than 10. Some of the in-class projects will involve small group exercises and a few may be worth 20 points. In general, if you miss an announcement that I make at the beginning of class because you are late or did not attend, it is your responsibility to know what's going on in class. Everyone should make at least two "class-buddies" to keep them informed of class assignments if they are late or

miss a class. I will try to post announcements on CANVAS in a timely way. However, it's ultimately the student's responsibility to stay on top of missed material/announcements.

The projects/reflection papers will be worth 10 or 20 points apiece and will occur randomly throughout the semester. Those persons who participate and satisfactorily complete their small group projects or reflection papers will be eligible for points. Fewer points will be awarded to persons who are part of a group that does a mediocre job. For the written assignments on a class reading, I will assign points based on the quality of the work the student submits during the class period. **You can NOT make-up these exact in-class participation projects under any circumstances (see alternative point option below). You also can NOT email me answers or hand them in late.** The projects are designed to promote class interaction that cannot be duplicated outside of the class environment. However, for students who miss turning in an assignment or miss class on a day when an in-class project is conducted and have a university authorized excuse, they will have an opportunity to earn the value of the assignments not submitted. In other words, if, during the semester, you do not submit projects that would have added up to, say, 20 points, or 30 points, ... you will complete a short essay question during the Final Exam that will be worth a max of either 20 or 30 points, respectively. I expect and hope that students will ATTEND ALL classes.

If you're absent, please keep me in the loop as to why this has happened. I will only accept university authorized excused and documented absences. As noted above, I will be giving students the opportunity to make up EXCUSED missed in-class assignments (attendance/group projects) by answering one short essay question during the final exam. **This essay option only applies to students who receive a "0" for specific in-class projects/response papers.** In other words, if you submit a very poor quality response paper and receive a "4," you do NOT have the option of earning back those points on the final essay.

Purpose: I require attendance to reinforce the importance of learning as an interactive process and to secure your commitment to the success of this course. I also want to encourage and reward students to read their assigned readings on time. By attending and participating in class discussions and group projects, students will have the opportunity to develop their critical thinking and team-work skills. These skills are essential for today's labor market.

PLACE-BASED SHOW/MOVIE ANALYSIS (100 points)

Students are expected to choose a show or movie they feel effectively portrays the placemaking concept and then develop a paper that analyzes how the characters interact with said place. Students should NOT simply summarize events that occur in the show/movie. Rather, students should explicitly use course perspectives and concepts to explain, in detail, how place-based interactions play out. That said, some descriptive commentary will be necessary because students should NOT assume that your reader (me) has seen the show/movie you analyze.

Possible shows/movies to analyze. This is not an exhaustive list, simply a starting point for you to think about shows/movies where place is relevant. Feel free to choose any work that you feel you can analyze thoroughly.

Shows:

- Glee
- Friends
- The Office
- New Girl
- Breaking Bad
- Arrested Development
- Shameless
- The Simpsons
- Suite Life on Deck
- Game of Thrones
- Stranger Things
- Reservation Dogs
- For Life
- Lost in Space

Movies:

- West Side Story
- Harry Potter
- Star Wars
- Parasite
- Tangled
- The Little Mermaid
- The Sound of Music
- Into the Woods
- The Butler

Each student will prepare a double-spaced report that is at least 3 pages but no more than 4 (1-inch margins, Times Roman 12-inch font). Your analysis needs to include **EXPLICITLY at least 7 social science concepts** from the lectures and readings (**BOLD** the terms the first time you use them in the text). Make sure to incorporate aspects of **CART** in your response, as well as other key terms from *People, Places, and Belonging* draft. Your report should address 5 (and only 5) of the following questions/issues. **Type the Question in a separate line and then provide your answer underneath. Please present them in sequential order, e.g., 1, 3, 5, 8, 10 or 2, 4, 5, 7, 9...**

1. How do the characters attach meaning to a specific place?
2. What are the conflicts that unfold in the place and how are they resolved or left unresolved?
3. How is the place relevant to the plot?
4. How do properties of the place move the plot?
5. How do characters assert and achieve different types of claims over the place?
6. How does said place impact the relationships between the characters?
7. What types of rituals are part of the place and how do the characters establish said rituals?
8. How do the characters form attachments to the place as the show/movie progresses?

9. How has the place facilitated or destroyed we-ness among the characters?
10. How did the characters navigate the prospects of finding a new place—whether they were forced to do so or voluntarily made the choice?

INDIVIDUAL PROJECT OPTIONS AND GUIDELINES (SELECT EITHER OPTION 1 OR 2)

1. PERSONAL REFLECTION ON A SIGNIFICANT PLACE (200 points)

This paper affords students the opportunity to conduct a systematic analysis of a place that has been directly meaningful to them at some point in their life. It can be, but does not need to be, important to students currently. Students need to have spent time in this place at some point in their life. In other words, if you are a practicing, devout Catholic and the Vatican is a place that matters to you, but you've never spent time there, the Vatican would NOT be suitable for this assignment. However, a local church could be appropriate if you've attended the church. Places that have represented a transitional site could be appropriate for this assignment (e.g., staying in temporary housing because of a natural disaster, being forced to spend time in a temporary apartment because of financial problems).

More specifically, I expect you to write a coherent essay that integrates course concepts into your analysis that demonstrates not only your understanding of what these concepts mean in general, but how they relate specifically to your real-life experience with the place you choose to write about. Furthermore, I expect you to organize your paper **EXPLICITLY** by using **at least 10 concepts** that are discussed in the book draft. (**BOLD** the terms the first time you use them in the text) or your other readings. Your paper should *integrate course material systematically and explicitly*.

You should choose a place-based experience that holds a great deal of meaning for you. You are likely to write a stronger paper, and learn more about yourself, if you write about something that has affected you in a profound way. In some instances, you may not have spent a lot of time in the place, but it still had a profound influence on you. Your papers are confidential. I will collect and return them face-to-face.

Paper Submission Guidelines

- Double-spaced and at least 7 pages but no more than 8
- 1-inch margins, Times Roman 12-inch font
- Cover page with (name, title, UF email, date) but that page does NOT count toward the required page limit
- Your essay should be **AT LEAST 7** typed pages but no more than 8, and it is due during the class period.
- Your analysis needs to include **EXPLICITLY at least 10 social science concepts** from the lectures and readings (**BOLD** the terms the first time you use them in the text).

2. INTERVIEW PROJECT FOCUSING ON ANOTHER PERSON'S EXPERIENCE WITH A SIGNIFICANTLY DIFFERENT PLACE (200 points)

Students will interview someone who is accustomed to spending extensive time in a different type of place than they are (urban vs. rural community, private vs public school, different type of religious institution, dorm vs. apartment living, person who moved a lot versus someone who lived in the same place, home dweller vs. homeless, native born vs. migrant to new country after age 12, person who has never been in prison vs an ex-prisoner, etc.). Interview options are endless. You could interview a classmate, a friend, a professor, a family member, co-worker, or even a stranger! This interview should compel you to become more mindful of your own place-based circumstances and more empathetic to how someone has experienced place.

Although you are not required to tape your interview, it may be in your best interest to do so. Alternatively, if you do not record the interview, you should take detailed notes during your interview. You can enhance the quality of your analysis by incorporating selective direct quotes from your participant that emphasize insightful, clever, and emotional elements to the person's narrative. The interviews can be completed in person, on zoom, or on the phone. Before you start the interview, if you choose to tape record, make sure you have verbal consent to do so. Do **NOT** refer to the person by their real name in your paper—use a pseudonym.

Here are some general questions that you can incorporate into your interview guide. Some of them will be more relevant than others. Some will need to be reworded slightly to accommodate the specific type of place that is relevant to your participant:

1. How involved are you in [PLACE NAME]? How does this level of involvement affect your relationship with this place?
2. How has your perception of [PLACE NAME] changed over time?
3. How has [PLACE NAME] evolved or stayed the same? How have these changes altered your feelings and any connections you have with others?
4. Have you ever left [PLACE NAME] and returned? Has this been for extended periods of time? If so, has your time away altered your experience with what you consider to be your "primary" place?
5. What experiences or events have guided you away from or toward [PLACE NAME]?
6. What is significant about the routines and rituals that connect you to [PLACE NAME] and keep you involved?
7. What other people are connected to you in this [PLACE NAME]? To what extent and how have you negotiated what happens or who can assert control and make decisions related to this [PLACE NAME]?

8. How have you come to see this [PLACE NAME] as special to you? What are the major situations or events that encourage you to feel connected to this [PLACE NAME] and led you to have a stake in it?
9. What types of conflicts have you experienced related to your rights or obligations associated with this [PLACE NAME]? How have conflicts (social, economic, or, political) affected your identification to the [PLACE NAME]?
10. How have events, such as the recent COVID-19 pandemic, natural disaster, or tragedy, affected your relationship with [PLACE NAME]?
11. To what extent is this place relevant to the way you live your life (or lived your life)? How so?

Students are also expected to develop questions on their own. These additional items should be more specific and appropriate for the person they choose to interview and the place under consideration. Please make sure to ask participants questions that encourage them to talk about their personal views and experiences. They should be prompted to share stories from their life as they relate to the places in question.

Each student will prepare a paper that *integrates course material systematically and explicitly* while addressing the following:

- Informed by your participant's responses, you will critically evaluate their experiences and perceptions relative to your own. In what ways are your experiences similar; how are they different? How did their responses affect their place-based perceptions and circumstances? In what ways did their responses help you see a place in a different light?
- In executing your project (both the interview and writing), you should incorporate themes about how people perceive and navigate places and different aspects of placemaking. Make sure to figure out creative ways to incorporate *CART* themes (claims, attachment, rituals, transitions) into your questions and analysis. Use **at least 10 concepts** from the *People, Places, and Belonging* draft and the course more generally to deepen your analysis and make it more analytically rigorous. **BOLD** the terms the first time you use them in your paper.
- Describe how the interview influenced your conceptualization of place.
- Explain how *CART* processes (claims, attachment, rituals, transitions) are relevant to any place-making activity regardless of the place defined.

- Explore the extent to which the place has facilitated a sense of we-ness among the people who are involved with the place in question.
- Share your reflections on how your own positionality has affected your analysis. By positionality, I mean what features of your life shape how you sometimes see and experience places because of your position(s) in the world (disability status, race/ethnicity, native born or immigrant, bilingual, sexual orientation, gender identity, age, social class, etc.)

Paper Submission Guidelines

- Double-spaced and at least 7 pages but no more than 8
- 1-inch margins, Times Roman 12-inch font
- Cover page with (name, title, UF email, date) but that page does NOT count toward the required page limit
- Your analysis needs to include **EXPLICITLY at least 10 social science concepts** from the lectures and readings (**BOLD** the terms the first time you use them in the text).

GROUP PROJECT AND PRESENTATIONS GUIDELINES (250 Points Total—20 proposal, 180 written report, 50 oral presentation)

During the second or third week of the semester students will be assigned to a group of 3-4 students and tasked with completing a term project that focuses on developing a proposal outlining placemaking activities that target a place of their choosing. Teams will only propose a set of activities, not implement them. Because students are likely to choose places that vary considerably from one another, the guidelines for this assignment are relatively flexible. In general, teams will be expected to do the following:

- Select a place for the team’s proposed placemaking activities. Ideally, teams should choose an existing and accessible site that all team members will be able to visit to observe (preferably at the same time). Alternatively, teams could conceptualize a hypothetical site that is easy for students to imagine from personal experience, such as a school or playground. See a suggestive list of places below. Other viable place options exist, but you’ll need to secure my approval first. If you anticipate choosing a site not on this list, consult with me prior to submitting your formal proposal.

School-PK Yonge	School cafeteria	After School Program
Hospital	Prison	Dorm
Fraternity/sorority	Playground	Community Garden

Museum—e.g., Natural History Museum	Fitness Center/athletic Facility—e.g., GHFC	Farmer’s Market/Vintage Market
Grocery Store	Homeless shelter—e.g., St. Francis	Traylor Park
Work Site	Community Center	Foster Home for Children
Fire Station		

- Submit a brief, 1-page proposal identifying the place of interest, the team’s reasoning for choosing the place, and a brief set of ideas about what the team hopes to achieve (ideally, at least one team member will have visited the selected place so that the team can submit an informed proposal)
- Secure scholarly and supplemental literature (7 or more articles/books) relevant to their placemaking efforts; these materials can be used to emphasize the need for a particular type of place, why certain changes might be effective, what people need or want who participate in this place, etc.
- Go to the site and closely observe the place and people’s use of it (observation instructions TBA); if a team chooses a generic site rather than a local one, the team members should be able to provide a description of typical features associated with the site that would be addressed in the project
- Develop a set of objectives that details what the team intends to achieve with their placemaking proposals; the objectives should focus on how the team plans to improve the quality of a place’s capacity to enhance people’s social experiences/interactions in that setting
- Develop specific ideas/logistics that will guide a placemaking effort; these can be creative and aspirational, but they should also be guided by real-world restrictions tied to a generous but realistic budget
- Identify possible partnerships with other organizations, community groups, or activist groups that could help with the project
- If possible, take photos without people visibly present (or identifiable) that can be incorporated into the written report and oral presentation
- If possible, informally talk to a few representatives/participants from the place (details TBA)
- Submit a written report and make an oral presentation that integrates course material and explicitly incorporates the themes associated with *CART* (claims, attachments, rituals, transitions) and placemaking themes/ideas.

Each group will prepare a double-spaced report that is at least 10 pages but no more than 12 pages (1-inch margins, Times Roman 12-inch font). Your analysis must explicitly include at **least 10 social science concepts** from the lectures and readings (**BOLD** the terms the first time you use them in the text).

Sample examples could include elements such as the following:

- ✓ Suggest a plan to redesign a playground to accomplish a specific educational or community service objective that the team identifies.
 - ✓ Develop a prison initiative that redesigns a specific place within the facility that enables prisoners to accomplish a specific goal the team identifies.
 - ✓ Conceptualize the design of a virtual reality program that will alter public perceptions of a specific place the team chooses.
 - See *Empathy Museum—A Mile in My Shoes* for inspiration: (<https://www.youtube.com/watch?v=siF038B0s3Y>)
 - ✓ Design a project strategy for a guided tour that encourages visitors to appreciate a specific community/neighborhood, section of a community/neighborhood, region of the country in a particular way.
 - ✓ Create a project that encourages administrators/teachers/students to re-envision their school setting.
- Prepare a brief 12-15 minute PowerPoint presentation that showcases your efforts that will be given to the class (all teammates will speak). Specific tips for developing your presentation will be provided later.

Quiz (100 points)

I will ask students 20-25 multiple choice questions. I MAY include a brief essay question.

Purpose: The quiz is designed to discourage students from procrastinating. I want students to engage with the course material as soon as the course begins. I plan to assess early on whether students are doing the readings, paying attention, and grasping the main course ideas.

Final Exam (200 points)

Students will answer 50 multiple questions. These questions will cover the main perspectives, concepts, debates, and social patterns highlighted throughout the entire course. Students will need to be familiar with the critical themes/patterns associated with each of the main texts and supplemental readings used in the course.

I will provide students with a study guide a few weeks prior to the final exam.

Purpose: This final exam is designed to encourage students to keep up with the readings and to complete all the assignments. The questions will cover readings, lectures, and in-class projects. The lecture material will be emphasized.

ONLINE COURSE EVALUATION PROCESS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open

during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

COURSE SCHEDULE AND READINGS

I expect students to read the required readings PRIOR to the week they are assigned. **My experience is that almost all students will retain information better if they highlight key ideas as they read and then go back to study their highlights and margin notes.**

Week 1: (Aug 19-23) Introduction: What is Place and Why Does It Matter

READING: (Preface and Introduction) William Marsiglio (2024). *People, Places, and Belonging: Deepening Our Sense of Identity and Community* (Toronto: Aevo, University of Toronto Press). The page proofs available on CANVAS.

This session will briefly introduce some of the main concepts of the courses, e.g., place, place-consciousness, placemaking, we-ness, group belonging

Week 2: (Aug 26-30) Introduction: What is Place and Why Does It Matter (Continued)

READING: (Preface and Introduction) William Marsiglio (2024). *People, Places, and Belonging: Deepening Our Sense of Identity and Community* (Toronto: Aevo, University of Toronto Press). The page proofs available on CANVAS.

Danny Zimny-Schmitt, “Things I Learned Traveling to Every County in America,” *Medium*, November 10, 2023, <https://medium.com/@dannyz3143/things-i-learned-traveling-to-every-county-in-america-49f3c87c43a6>.

Week 3: (Sept 2-6) Types of Places, Place Properties, and Social Domains

READINGS: (Chapters 1-2) William Marsiglio (2024). *People, Places, and Belonging: Deepening Our Sense of Identity and Community* (Toronto: Aevo, University of Toronto Press). The page proofs available on CANVAS.

Thomas Gieryn, “A Space for Place in Sociology,” *Annual Review of Sociology* 26 (2000), 463-96.

Week 4: (Sept 9-13) Embodied Place

READING: Lynne C. Manzo, “For Better or Worse: Exploring Multiple Dimensions of Place Meaning.” *Journal of Environmental Psychology* 25 (2005): 67-86.

Week 5: (Sept 16-20) Attachments

READINGS: (Chapter 3) William Marsiglio (2024). *People, Places, and Belonging: Deepening Our Sense of Identity and Community* (Toronto: Aevo, University of Toronto Press). The page proofs available on CANVAS.

Melinda J. Milligan, “Interactional Past and Potential: The Social Construction of Place Attachment,” *Symbolic Interaction* 21 no. 1 (1998), 1-33.

Week 6: (Sept 23-27) Rituals

READINGS: (Chapter 4) William Marsiglio (2024). *People, Places, and Belonging: Deepening Our Sense of Identity and Community* (Toronto: Aevo, University of Toronto Press). The page proofs available on CANVAS.

Marnie W. Curry, “Will You Stand for Me? Authentic Cariño and Transformative Rites of Passage in an Urban High School,” *American Educational Research Journal* 54, 4 (2016): 883-918

Quiz (material covering weeks 1-5)

Week 7: (Sept 30-Oct 4) Transitions

READINGS: (Chapter 5) William Marsiglio (2024). *People, Places, and Belonging: Deepening Our Sense of Identity and Community* (Toronto: Aevo, University of Toronto Press). The page proofs available on CANVAS.

Andrés Di Masso et al., “Between Fixities and Flows: Navigating Place Attachments in an Increasingly Mobile World,” *Journal of Environmental Psychology* 61 (2019), 125-133.

Week 8: (Oct 7-11) Claims

READING: (Chapter 6) William Marsiglio (2024). *People, Places, and Belonging: Deepening Our Sense of Identity and Community* (Toronto: Aevo, University of Toronto Press). The page proofs available on CANVAS.

Week 9: (Oct 14-18) Placemaking

READING: (Chapter 7 and Epilogue) William Marsiglio (2024). *People, Places, and Belonging: Deepening Our Sense of Identity and Community* (Toronto: Aevo, University of Toronto Press). The page proofs available on CANVAS.

Laura Dedenbach, Kathryn Frank, Kristin Larsen, and Tyeshia Redden, “Building the Foundation for Arnstein’s Ladder: Community Empowerment Through a Participatory Neighborhood Narrative,” In *Learning from Arnsteins’ Ladder: From Citizen Participation to Public Engagement*, eds. Lauria and Slotterback. Routledge Press: RTPPI Library Series, 2021.

Week 10: (21-25) Gendered Places

READING: Leslie Kern, *Feminist City* (Toronto: Between the Lines, 2019).

Show/Movie Report Due

Week 11: (Oct 28 – Nov 1) Place and the Life Course

READINGS:

Kim Rasmussen, “Places for Children — Children’s Places,” *Childhood*, 11 no. 2, (2004), 155-173

Weng Marc Lim and Carmen Bowman, “Aging in a Place of Choice,” *Activities, Adaptation & Aging* 46 no. 3 (2022), 183-189.

Week 12: (Nov 4 -8) Race, Ethnicity, Social Class, and Place

READINGS: B. Brian Foster, *I Don’t Like the Blues: Race, Place & the Backbeat of Black Life* (Chapel Hill, NC: The University of North Carolina Press, 2020).

Tasha R. Rennels and David F. Purnell, “Accomplishing Place in Public Space: Autoethnographic Accounts of Homelessness,” *Journal of Contemporary Ethnography*, 46 no. 4 (2017): 490-513.

Individual Paper Due

Week 13: (Nov 11-15) Place and Social Networking

READING: Ray Oldenburg, *The Great Good Place: Cafés, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community* (New York: Marlowe, 1999).

- Preface: xiii-xxvii
- Chapter 1 “The Problem of Place in America” 3-19
- Chapter 2 “The Character of Third Places” 20-42

Week 14 (Nov 18-22) Young Adults, Environmental/Social Justice, and Place
Group Presentations (perhaps—depending on size of class)

READING: Constance Flanagan, Erin Gallay, and Alisa Pykett, “Urban Youth and the Environmental Commons: Rejuvenating Civic Engagement Through Civic Science,” *Journal of Youth Studies* 25, no. 6 (2022): 692-708.

Week 15: (Nov 25–29) Group presentations

Note: Thanksgiving, Thursday November 28

Week 16: (Dec 2 - 6) Group presentations/Summary and Final Prep—Last Class Meeting

Tuesday, Dec 3rd, Last class for course

Final Exam: December 9 (Monday), 3:00 a.m. – 5:00 p.m., SAME CLASSROOM

OPTIONAL READING MATERIAL: BOOKS

General

Irwin Altman and Setha M. Low, *Place Attachment* (New York: Plenum Press, 1992).

Matthew Ball, *The Metaverse and How It Will Revolutionize Everything* (New York: Liveright Publishing Company, 2022).

Bavid Landis Barnhill, *At Home On Earth: Becoming Native to Our Place, A Multicultural Anthology* (Berkeley: University of California Press, 1999).

Wendell Berry, *The Unsettling of America: Culture & Agriculture, 3rd edition* (San Francisco: Sierra Club Books, 1996).

Kathryn J. Edin, H. Luke Shaefer, and Timothy J. Nelson, *The Injustice of Place: Uncovering the Legacy of Poverty in America* (New York: Mariner, 2023).

B. Brian Foster, *I Don't Like the Blues: Race, Place & the Backbeat of Black Life* (Chapel Hill, NC: The University of North Carolina Press, 2020).

Thomas Gieryn, *Truth Spots: How Places Make People* (Chicago: University of Chicago Press, 2018).

Germaine R. Halegoua, *The Digital City: Media and the Social Production of Place* (New York, NY: New York University Press, 2019).

bell hooks, *Belonging: A Culture of Place* (New York, Routledge, 2009).

John Brinckerhoff Jackson, *A Sense of Place, a Sense of Time* (New Haven: Yale University Press, 1994).

Leslie Kern, *Feminist City* (Toronto: Between the Lines, 2019).

Lyn H. Lofland, *The Public Realm: Exploring the City's Quintessential Social Territory* (New York: Aldine De Gruyter, 1998).

Richard Louv, *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder* (New York: Algonquin Books, 2006).

Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (New York: Liveright Publishing, 2017).

Sonya Salamon and Katherine Mactavish, *Singlewide: Chasing the American Dream in a Rural Trailer Park* (Ithaca, NY: Cornell University Press, 2017).

Evan Osnos, *Wildland: The Making of Americans Fury* (New York: Farrar, Straus and Giroux, 2021).

Robert MacFarlane, *Underland: A Deep Time Journey* (New York: W. W. Norton & Company, 2019).

Jeff Merrifield, *Damanhur: The Story of the Extraordinary Italian Artistic and Spiritual Community* (Santa Cruz, CA: Hanford Mead Publishers, 2006).

Ray Oldenburg, *The Great Good Place: Cafés, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community* (New York: Marlowe, 1999).

Andrew Ross, *Sunbelt Blues: The Failure of American Housing* (New York: Metropolitan Books, 2021).

Andrew Ross, *The Celebration Chronicles: Life, Liberty, and the Pursuit of Property Value in Disney's New Town*, (New York: Ballantine Books, 1999).

Karl F. Seidman, *Coming Home to New Orleans: Neighborhood Rebuilding After Katrina* (New York: Oxford University Press, 2013).

Rebecca Solnit, *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster* (New York: Penguin Books, 2009).

Rebecca Solnit, *Storming the Gates of Paradise: Landscapes for Politics* (Berkeley: University of California Press, 2007).

Daphne Spain, *Gendered Spaces* (Chapel Hill, NC: The University of North Carolina Press, 1992).

Dimitrix Xygalatas, *Ritual: How Seemingly Senseless Acts Make Life Worth Living* (New York: Little, Brown Spark, 2022).

Tara Westover, *Educated: A Memoir* (New York: Random House, 2018).

William H. Whyte, *The Social Life of Small Urban Spaces* (New York: Project for Public Spaces, 2001).

History, Theory, and Philosophy

Edward S. Casey, *The Fate of Place: A Philosophical History* (Berkeley: University of California Press, 1998).

Tim Creswell, *Place: An Introduction, 2nd edition* (West Sussex, UK: Wiley, 2015).

Janet Donohoe, *Remembering Places: A Phenomenological Study of the Relationship Between Memory and Place* (Lanham, MD: Lexington Books, 2014).

Jeff Malpas, *Place and Experience: A Philosophical Topography, 2nd edition* (New York: Routledge, 2018).

David Seamon, *Life Takes Place: Phenomenology, Lifeworlds, and Place Making* (New York: Routledge, 2018).

Geography

Phil Hubbard and Rob Kitchin, *Key Thinkers on Space and Place* (Thousand Oaks, CA: Sage, 2011).

Wilfred M. McClay and Ted V. McAllister (eds.), *Why Place Matters: Geography, Identity, and Civic Life in Modern America,*” (New York: New Atlantis Books, 2014).

Yi-Fu Tuan, *Space and Place: The Perspective of Experience* (Minneapolis, MN: University of Minnesota Press, 1977)

Sexual Identities

Miriam J. Abelson, *Men in Place; Trans Masculinity, Race, and Sexuality in America* (Minneapolis: University of Minnesota Press, 2019).

Japonica Brown-Saracino, *How Places Make Us: Novel LBQ Identities in Four Small Cities* (Chicago: University of Chicago Press, 2018).

OPTIONAL READING MATERIAL: ARTICLES AND CHAPTERS

Rebekka Diestelkamp and Michaela Christ, “Making a Difference — Placing-making and Negotiating Change: A Study of an Intentional Community in Northern Germany. *GAIA* 31 no. 1 (2022): 29-35.

Andrew Steger, Elly Evans, and Bryan Wee, “Emotional cartography as a window into children’s well-being: Visualizing the Felt Geographies of Place,” *Emotion, Space and Society* 39 (2021), 1-10.

Thomas R. Hoschschild, Jr., ““Our Club”: Place-Work and the Negotiation of Collective Belongingness.” *Journal of Contemporary Ethnography* 36 no.6: 619-645.

Wilfred M. McClay, “Why Place Matters,” in *Why Place Matters: Geography, Identity, and Civic Life in Modern America*,” eds. Wilfred M. McClay and Ted V. McAllister (New York: New Atlantis Books, 2014).

K. L. Wolf, S. Krueger, and K. Flora. (2014). Place attachment and meaning—A literature review” In *Green Cities: Good Health*. College of the Environment, University of Washington, see www.greenhealth.washington.edu.

Maria Lewicka, “Place Attachment: How Far Have We Come in the Last 40 Years?” *Journal of Environmental Psychology* 31 no. 3 (2011): 207-230.

Leila Scannell and Robert Gifford. (2010). “Defining place attachment: A tripartite organizing framework. *Journal of Environmental Psychology*, 30, 1-10.

Lea Sebastien, “The Power of Place in Understanding Place Attachments and Meanings,” *Geoforum* 108 (2020): 204-216.

Robert N. Bellah, “Durkheim and Ritual,” in *The Robert Bellah Reader*, eds. Robert N. Bellah and Steven M. Tipton (Durham, N.C.: Duke University Press), 150-180.

James K. Wellman Jr., Katie E. Corcoran, and Date Stockly-Meyerdirk, ““God Is Like a Drug...” Explaining Interaction Ritual Chains in American Megachurches,” *Sociological Forum* 29 (3) (2014): 650-672

Baker A. Rogers, *Trans Manhood: The Intersections of Masculinities, Queerness, and the South*, *Men and Masculinities* 25 (1): 24-42.

Olivia Durand, “Mardi Gras is a Critical American Tradition—Even Without Parades: How America Became America’s Looking Glass,” *The Washington Post* February 16, 2001, accessed May 23, 2022, <https://www.washingtonpost.com/outlook/2021/02/16/mardi-gras-is-critical-american-tradition-even-without-parades/>

Andrés Di Masso et al., “Between Fixities and Flows: Navigating Place Attachments in an Increasingly Mobile World,” *Journal of Environmental Psychology* 61 (2019): 125-133.

Rick Grahn, Stan Caldwell, and Chris Hendrickson, “Recommended Policies for the 21st Century Trends in US Mobility,” Wilton E. Scott Institute for Energy Innovation, Carnegie Mellon University (summer 2019), accessed May 5, 2022, <https://www.cmu.edu/energy/education->

[outreach/policymaker-outreach/documents/2019-recommended-policies-for-the-21st-century-trends-in-mobility.pdf](https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities).

Robert Lee and Tristan Ahtone, “Land-grab Universities: Expropriated Indigenous Land is the Foundation of the Land-Grant University,” *High County News*, March 30 (2020), accessed June 24, 2022, <https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>.

Tyeshia Redden, Lara Dedenbach, Kristin Larsen and Kathryn Frank, “Gainesville’s Forgotten Neighborhood: An Examination of Narratives in Planning,” *Journal of the American Planning Association* 88 (3), (2021): 392-404.