This course will examine different disciplinary approaches to the representation and experience of place and space. We will consider phenomenological, structural, constructivist, and determinist versions of place (and the hybrids between them), the ways in which place is represented and constructed in literature, art, architecture, urban planning and cartography, and the relationships between place, politics, globalization, and identity. We will also discuss the concept of "sense of place", the attachment people feel to particular places, the loss of place, and explore the ways that students succeed or struggle to make sense of their own places.

**Required Texts:**
3. Library reserve readings for HUM 3930.

**Requirements**

**ANNOTATED BIBLIOGRAPHY (20% of final grade, due Feb. 3):** Each student should prepare an annotated bibliography of at least 20 items in length. The bibliography needs to be on a theme. The bibliography should include academic books or papers in peer reviewed or scholarly journals (not textbooks, popular works such as newspaper articles, or web resources). By "annotated", I mean that you should provide a short (3-4 sentence)
description of what the work is about, and how it is relevant to the theme of the bibliography and to the general topic of space and place. You will need to run the theme of the bibliography by me. This bibliography can provide the basis for the final paper for the course, if you wish. The best annotations will become a permanent part of the “Research on Place and Space” website, with proper credit being given to the student and the class.

PLACE REVIEW (15%, due March 3): You should choose a place, either one you are familiar with or one which you are willing to become familiar with. You should apply one or more of the theorists we discuss in the course to that place, to make its meaning apparent. By this, I mean that you should make clear the ways in which the place is both explicitly and implicitly significant for those who experience it. Your review must discuss both what and how the place means, and/or how it fails to mean (or has lost meaning). This project must draw on theorists we use, or others who you discuss with me - otherwise, it is very difficult to grade (it could simply be subjective opinion, rather than academic analysis). You will likely need to represent the place as well. This could be done in a variety of ways - visually (photographs, video, website production, etc.) or textually (descriptively, creatively, etc.). The best reviews will be well written and well organized, clear in thesis and tools of analysis, and will bring a concrete academic understanding of the place to the foreground. The review should be ~1500 words.

TERM PAPER (23%, final version due April 24): This is a traditional academic thesis defence paper. The paper can be linked to your annotated bibliography (that is, on the same topic) if you wish. All topics must be cleared in advance. We will discuss topics and format in class. There is a CLASS PRESENTATION (7%) of your paper, before you hand in a final draft (scheduled toward the end of the course). This will give you a chance to discuss your work, take students’ comments into account and produce a better paper. The final version of the paper will be due one week after you do your presentation. While a student is presenting, others will be filling out comment forms. 5% of the course grade will be based on filling out forms for at least 2/3 of the presentations with meaningful comments. Students will receive the comments in time to use them to improve their work. The paper should be ~2500 words.

FINAL EXAM: 30% of the grade will be based on the final exam. It will be a take-home final, and will be due no later than 10 a.m. on Wednesday, April 26 in the class room.

Grade Distribution: I will record the assignment grades based on the percentage of the course grade during the term (that is, the final exam will be recorded as a grade out of 30, although it may be marked out of another number). The letter grade will be calculated only at the end of the course, based on full course grade. The distribution will be as follows:

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<th>Grade</th>
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Schedule: Place and Space

Each part is scheduled for roughly 2-3 weeks’ duration. There will be readings from the reading package and the website for each of these sections. The topics in each part are meant to give a general idea of subjects associated with the larger concepts of place and space studies. The reading schedule is available online.

Part One: Introduction: Theory and History of Representation, Place, and Space
- Key Terms: Place, Space, Representation, Landscape
- History of Spatial and Platial Thought
- Understanding how place and space are approached in different disciplines
- The range of representing place: images, text, maps, GPS.

Part Two: Being In Place(s), Representing the Places We Are In.
- Seeing Place: Perspective and landscape
- Embodiment; Merleau-Ponty; Heidegger

Part Three: Building Place
- Arcades, malls, public and private space
- Cultured nature: gardens
- Power and identity in built place
- Architecture and urban environment
- Henri Lefebvre

Part Four: Imagining Place
- Mapping space and place
- Imagining place in the modern world - continents, regions
- Wilderness, the West
- Colonialism and the invention of place: Orientalism, the invention of Africa
- Utopias, Non-places, the loss of place

Part Five: Navigating, Understanding, Connecting with Place
- Local/global flows: globalization, hybrid identities
- Sense of place
- Place and culture
- Place and narrative

Part Six: Student Presentations

Part Seven: Conclusion
The Fine (but Important) Print

STANDARDS FOR PAPERS: I expect papers to be typewritten, in essay form (that is, not point form). They should be in 12 point Times New Roman font, with one inch margins, and double-spaced. Pages must be numbered, and the paper should be single-sided (that is, do not use both sides of the sheet of paper when printing). There should be a title page which includes the title of the paper, the name of the author, the date, the course, and the name of the professor. DO NOT put the paper in a folder, binder or plastic sleeve. I will be taking grammar, spelling, and structure into account - good ideas cannot be communicated with poor form. If the grammar or structure in a paper is severely flawed, I reserve the right to give a paper back to the student for revision without a grade (or with a reduction in grade), or fail the paper. As for citation style, I will be using the MLA format. I am open to other recognized formats (e.g., Chicago, Turabian), but whatever format you use must be used consistently. Note that the library has obtained a site license for a number of good citation programs, such as Endnote and Procite, which can aid in proper citation form. See the library's home page for these. For information on documentation styles, see http://www.uwc.ucf.edu/Writing%20Resources/writing_resources_home.htm#documentation

ELECTRONIC SUBMISSION OF PAPERS: It is usually preferable to submit your paper electronically to me. It should be sent to janzb@mail.ucf.edu as an attachment. The paper needs to be in Word (preferred), Adobe Acrobat (pdf), Rich Text Format (rtf), or WordPerfect format. It must appear identical to how it would look if you were to hand it in as a physical document (in other words, with a title page at the beginning and reference list at the end). You will receive typed comments on the paper, and it will be returned electronically in the same format as it was sent. Do not include .exe files or anything that might contain a virus, and please scan your document with a virus program before you send it. Please identify yourself and the course in the subject line of the message (e.g., “<Your Name>, <Paper title> for <course name and number>”). Please make sure as well that I can reach you at the email address that you use to send the paper, in case the file does not open.

- Why should I submit my paper electronically? You will likely receive more extensive comments, as I can type faster than I can write. You may receive the paper back faster, as I often return electronic papers before class. Drawback: I cannot record a grade on a paper sent by email (see below). You will still have to find out your grade in class, or on WebCT, if we are using it for this course.
- How do I know that my paper arrived? I will respond to your email containing your paper once I have determined that the file opens. If you don’t receive an email from me within a day or so, check that the paper arrived. Email is notoriously unreliable, and it is possible that something went wrong.
- Why can’t I read the returned paper? It may be that you use Microsoft Works, instead of Microsoft Word. These programs may not be compatible. The paper should be sent in Microsoft Word, not Works. You may be able to install a document converter - see your program documentation.
- The file opens but I can’t read the comments. What do I do? If you sent the paper in Microsoft Word, I will use the “Comments” function and the “Track Changes” option. If the program opens, but you don’t see any comments, bring up the “Reviewing” toolbar (right-click on your toolbar at the top, and when you see a list of options for toolbars, make sure the “reviewing” toolbar is checked). Look for a tab marked "show", and click it. Underneath you will see several options. Make sure “Comments” and “Insertions and Deletions” at least are marked (the others wouldn’t hurt, either). If you are using WordPerfect, either make sure you are in “draft” mode, or else while in “page” mode, go to the far left margin (you may have to scroll the screen to the side), and note the small tabs. When you click on one, you will be able to see comments. Please use the program that you used originally - comments may not be readable if made in one word processor and read in another.
- Where’s my grade? See below on the communication of grades.
- Can I use another word processor? No. It needs to be in Word, Adobe Acrobat, Rich Text Format, or WordPerfect. It will be read on a Windows system, which may cause problems for papers written on Macs. Please make sure that your paper actually opens on a Windows system. I will not download another word processor and install it in order to read your paper.
- Can I fax my paper to the department instead? Sorry, the department has a policy of not accepting faxes of assignments from students.

ATTENDANCE: I expect regular and prompt attendance from members of the class. If you cannot be at a class, let me know before-hand. I reserve the right to not accept assignments from students either if attendance has been a problem, or if a paper is seriously late without a legitimate (in my opinion) reason. This includes any paper or graded activity in the course, including the final paper and the final exam. I will only inflict this measure after having given a warning; however, if you simply never come to class, do not expect to get much sympathy at the end of the term when you want to hand in assignments.
CLASS BEHAVIOR: I expect courteous, adult behavior in class. That means that students need to let others speak (and let me speak), and treat the views of others with respect. It is possible (and indeed encouraged) to disagree with other students or with the professor, but there must be a distinction between addressing a view and insulting a person. Respect also implies that students should not come to class late, or leave early without talking to me. Sleeping in class is not respectful. My responsibility of respect includes eliciting everyone’s ideas and treating those ideas with respect. Respect does not suggest that I will not press ideas to their conclusions, or inquire about their presuppositions. Ideas are tested in class, but they are not simply rejected out of hand.

LATE PAPERS: On late papers in general: The due dates are firm. There will be penalties for late papers. If there is a legitimate reason for a paper being late, I am willing to consider it and waive the late penalty. Illegitimate reasons include "I had too much work" (you could have started earlier); "My computer deleted my file" (make back-ups); "I'm on a team and we were away" (work that out with your coach, not me); "I couldn't think of a topic" (come & see me early). This, of course, does not exhaust the list of reasons that will not succeed. Plan ahead, and save yourself problems. Having said that, I recognize that there will sometimes be factors beyond a person's control. I will deal with these cases on an individual basis. Giving an extension in one case in no way obligates me to do it in others. The most successful appeal will a) have an argument for why an extension is justified, and b) suggest a way that the assignment will be made better by the extension.

EXAM RULES: I will not change exam dates simply to accommodate travel schedules. I am especially unsympathetic if someone buys a plane ticket first, and comes to me later saying that I have to change an exam date to accommodate it. If there are other reasons that you think might be legitimate, please see me.

COMMUNICATION OF GRADES: The university does not allow the communication of grades to a student by email (including embedding them in documents, which means they cannot be placed on a paper emailed to me), or by posting them outside a professor’s door. This is a confidentiality issue. Please do not ask me for your grade by email. I will tell you your grade in person, in class, or over the phone, as long as I can be certain that you are who you say you are. If this is a course in which we use WebCT, grades will be available there.

ACADEMIC HONESTY: We will discuss the nature of academic honesty in class, but a note here is warranted. Basically, your work should be your own and original to this class, and when you are drawing on the words, images, or ideas of others, this should be properly noted. What should be avoided?

- Handing in an identical (or substantially similar) paper to another person in the class.
- Using a paper from another student (e.g., a former student, or a paper from an internet paper mill).
- Using any information from a book or an internet site without proper referencing.
- Handing in work done for another class without discussing it with the professor first.

The university writing center has many useful handouts on writing, including handouts on properly handling citations. If you have any question about how to properly complete an assignment, please see me. On occasion I may submit student papers to Turnitin.com, a website that checks for plagiarism. Papers submitted to that site become part of their database. Submitting a paper in this course gives consent for your paper to be added to their database.

WITHDRAWAL: It is the student’s responsibility to drop or withdraw from the course if there is an unavoidable conflict or if the need should arise for another reason. Students who fail to drop before the deadline established in the curriculum catalogue will receive an F for the course. The withdrawal date for Spring 2006 is March 3.