

# Geographies of Children (GEOG 365A)

Fall 2019, Monday and Wednesday, Monroe 112, 10:00-11:00 & Fridays TBA

## Instructor:

Melina Patterson Office: Monroe 324

Office Hours: Mondays and Wednesdays, 11:00-12:00, 1:00-2:00, 3:15-3:45



## Fridays

Some Fridays we will meet in Fredericksburg in Monroe 319 from 10:00-11:50 (maybe 9:30 if we are in a time crunch)

Other Fridays we will meet at in Richmond from 9:00-11:00 at Patrick Henry School of Science and Arts (3411 Semmes Ave, RVA 23225)

Before we go there, you can come to my house (603 W 33rd Street, RVA 23225) for coffee and maybe muffins

The Friday schedule is set for 7 of the first 9 weeks and then is pretty up in the air. We need to figure out what our second research project is going to look like more specifically and negotiate with the 5<sup>th</sup> grade teachers and students to figure out a schedule.

## Course Description

This class is a field methods class that focuses on doing original field work in the tradition of the subfield of geographies of children. Research in this subfield includes research on the spatial cognition of children (when can kids read and understand maps, for example), research on some approaches to environmental education and some educational policy, and research on the spaces and places that children inhabit and how young people understand and value those geographies. The class will focus more on the last of these. This research emphasizes treating children as social actors and subjects with their own experiences and opinions. We will be working with students who attend a public elementary school in Richmond, VA. Patrick Henry School of Science and Arts includes a focus on environmental education in an adjacent park, Forest Hill Park. Ideally, we would start by reading about how other researchers do this kind of work. However, you will be starting the research process with very little background and piecing it together with the existing literature as we go.

## Class Work and Assessment:

This class is small and organized around doing research, which will be collaborative. You are going to work through research design, data management, and analysis. Your final projects might be one big group project or a couple of projects completed by smaller groups, but most

of the work will be done all together. The final product(s) might be an article that you (or we) submit and/or a presentation that you (or we) give at a conference and/or a website.

This means that we need to work as a team. Everyone needs to

- prepare to do interviews (practice, work on the interview protocols, etc)
- do interviews with young people
- write field notes after each interview (write notes to help you remember and to reflect on what you did well and what you think you could improve)
- transcribe interviews
- store data (transcriptions and other data) in the google drive
- think about what our results mean
- write about stuff we read
- be engaged
- be kind and helpful with each other
- be kind and helpful with the children we will be working with

This is the work of the class, these are the assignments. When you write self-assessments, you should look at this list and evaluate yourself by them

You will assess your own work at three points in the semester. Self-assessments will be written reflections of the work you have done and what grade you think you have earned. My hope is that this will allow you to focus on getting the most out of this class rather than worrying about my assessment of your work. These self-reflections will be due (probably) October 2 (when we will have done some research in Richmond and PHSSA students have come here), November 13 (when we will have worked with our data and figured out our final plan), and December 13, which is the day that our final is scheduled. I will let you know in writing if I disagree with your self-assessment/grade and then we can talk and/or send emails about it.

#### [Making your work visible, sharable, public](#)

The last two years students have built websites about the data they collected and analyzed. Last year a three students did presentations about the class and one of those did additional work to turn it into her honor's thesis.

So think about these options:

- Website
- Presenting at SEDAAG in NC in November
- Writing an article (together) and submitting it to a journal (look! There is an Undergraduate Journal of Service Learning and Community-Based Research that publishes articles by undergraduates on community based research. That seems like a good fit.)

## The Basics

This class is small and will require a lot of working together. Please communicate with each other and/or with me about transportation needs. Also please consider your basic needs. Some of the students we will work with don't always get enough sleep or food, maybe even worry about having shelter. Be kind towards them and towards yourself. If you need help with basic needs – food, shelter – please talk to student services (and you can talk to me about it if you want). If you just need a snack, I have granola bars (and tampons) in my office.

## Recording Policy

This class involves research with human subjects. Even when we are not actively recording interviews, we will often be talking about our research with minor subjects. Their consent to be recorded (if they give it) does not extend to us recording conversations about them. It would be inappropriate to record this class and our class discussions because it would violate the conditions we have agreed to for doing research with minors. Please talk to me if you have any questions about this.

Week	Monday	Wednesday	Friday
Week 1: Aug 26-30	<p>Introduction to class</p> <p>Please complete IRB training module tonight and email me your completion form</p> <p>Please fill out the <a href="#">volunteer form for RPS</a></p>	<p>Read IRB proposal, look at website from <a href="#">2017</a> and <a href="#">2018</a>, look at <a href="#">school level data</a> about Patrick Henry School of Science and Art and read <i>Challenging Adult Perspectives on Children's Geographies through Participatory Research Methods</i> in <a href="#">the google drive</a></p> <p>Come to class with thoughts and questions</p>	<p><b>UMW</b></p> <p>Read two or three of the articles on walking interviews which are in <a href="#">the google drive</a>. Look in the folder called "Walking Interviews"</p> <p>Come to class with summaries and questions.</p>
Week 2: Sept 2-6	<p>No Class</p> <p>Practice walking interviews!!</p>	<p>Read two or three of the articles on kids and nature or kids in nature which are in the google drive.</p> <p>Come to class with summaries and questions</p>	<p><b>PHSSA</b></p> <p>Walking Interviews with Ms. Dreiling's Class</p>
Week 3: Sept 9-13	<p>Bring field notes (write them as soon after walking interviews as possible)</p>	<p><i>Childhood Studies</i>, Chapters 1&amp;2 (Making Young Subjects and The Disciplines</p>	<p><b>PHSSA</b></p> <p>Walking Interviews with Ms Price's class</p>

Week 4: Sept 16-20	Bring in field notes (write them as soon after walking interviews as possible)	<i>Childhood Studies</i> , Chapter 3 (Governing through race, governing through childhood)	? PHSSA has a Fun Run scheduled. We can go participate or start working on story maps
Week 5: Sept 23-27	<i>Childhood Studies</i> , Chapter 4 (Policing gender)	Get ready for PHSSA visit to the Geography Dept.	<b>UMW</b> PHSSA at UMW
Week 6: Sep 30-Oct 4	<i>Childhood Studies</i> , Chapter 5 (Class discrimination in childhood)		?
Week 7: Oct 7-11	We'll plan the rest of the semester this week	Read two or three of the articles on kids and community or kids and neighborhoods which are in the google drive.  Come to class with summaries and questions	<b>UMW</b> No School at PHSSA
Week 8: Oct 14-18	Fall Break		<b>UMW</b> No School at PHSSA
Week 9: Oct 21-25			<b>UMW</b> No School at PHSSA
Week 10: Oct 28-Nov 1			PHSSA?
Week 11: Nov 4-8			PHSSA?
Week 12: Nov 11-15			PHSSA?
Week 13: Nov 18-22			PHSSA?
Week 14: Nov 25-29		Thanksgiving Break	Thanksgiving Break
Week 15: Dec 2-6			PHSSA?
Finals Week: Dec 9-13			

We will meet as a class during finals week to finish up our work. Because the class meets across multiple class times, we will have options, including 8:30-11:00 am on Monday, 12:00-2:30 on Wednesday, or 8:30-11:00 on Friday. My preference would be the Wednesday slot, so take a look at your final exam schedule and see if that works for you.

## Learning Outcomes

This class is experiential learning and counts as a community engagement class. It is also a field methods class in the geography department

### Experiential learning outcomes

- Students will be able to apply what was learned in coursework to new scenarios outside standard university courses
- Students will be able to identify their personal values and learning goals and direct themselves by creating personalized learning experiences that may include alternative means of learning
- Students will be able to clarify and refine their understanding of their strengths and weaknesses in content of relevant disciplines and in skills such as time management, organization, professionalism, and so forth
- Students will be able to recognize their knowledge and lack of knowledge
- Students will be able to connect their undergraduate experiences and their postgraduation lives

### CE Requirements and Learning Outcomes

All CE courses must involve 15 hours of engagement with the community as well as reflection. They must meet the following 3 outcomes:

- **Analysis of Knowledge:** Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to community engagement and to one's own participation in community life, politics, and government.
- **Identity/Commitment** Provides evidence of experience in community-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced or clarified commitment to public action.
- **Action and Reflection:** Demonstrates independent experience, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

In addition, CE courses may also seek to incorporate the following additional outcomes:

- **Diversity of Communities/Cultures:** Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.
- **Communication:** Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further community action
- **Contexts/Structures:** Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a community aim.
- **Academic impact:** Uses community engagement experience to inform one's academic study/field/discipline.

## ODR Statement

The Office of Disability Resources has been designated by the college as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter, along with a copy of our class syllabus with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability.

(I want to point out that this is boiler plate language that does not actually conform to what we are told is best practices for an accessible syllabus which should avoid big blocks of text.)

### Title IX Statement

University of Mary Washington faculty are committed to supporting students and upholding the University's Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share. If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options.

You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence and to find further information on support and resources.

Resources  
Stefanie Lucas-Waverly, M.S.  
Title IX Coordinator  
Office of Title IX

Confidential Resources On-Campus  
Talley Center for Counselling Services  
Lee Hall 106, 540-654-1053

Fairfax House  
540-654-5656  
[slucaswa@umw.edu](mailto:slucaswa@umw.edu)

Student Health Center  
Lee Hall 112, 540-654-1040

Crystal Rawls  
Title IX Deputy for Students  
Assistant Director of Student Activities  
540-654-1801 [crawls@umw.edu](mailto:crawls@umw.edu)

Off-Campus  
Empowerhouse  
24-hr hotline: 540-373-9373

Rappahannock Council Against Sexual Assault (RCASA)  
24-hr hotline: 540-371-1666