



## “FOSTERING AN ETHIC OF PLACE”

UNIVERSITY OF PUGET SOUND, TACOMA, WASHINGTON

SATURDAY, FEBRUARY 7, 2015

### Agenda in Brief:

- 8:15 Registration and hot beverages
- 9:00 Opening Plenary  
with David Greenwood
- 10:15 Beverage break
- 10:40 Team Time  
*Note assigned tables  
in Marshall or  
nearby rooms*
- 11:30 Concurrent Sessions
- 12:30 Lunch
- 1:15 Plenary with  
Diane Douglas
- 2:00 Concurrent Sessions
- 3:00 Team Time  
*Note assigned tables  
in Marshall*
- 3:45 Feedback & Next Steps
- 4:15 Reflections  
David Greenwood  
Diane Douglas  
Roger Fernandes

### Welcome!

Thank you for coming! We are delighted to welcome you to this “Fostering an Ethic of Place” conference and hope that it will provide a generative day of sharing ideas and approaches about place-based learning and civic engagement.

### About the Sound Policy Institute of the University of Puget Sound

The Sound Policy Institute facilitates effective, innovative, and adaptable policy solutions to the most pressing environmental problems in the South Sound. The Institute fosters a diverse, collaborative norm in environmental decision-making in this region that is associated with improvements in environmental sustainability, ecological restoration, and human health, as well as community prosperity and justice. The Institute educates students and community members alike to actively and effectively engage in environmental decision-making processes.

### About the Washington Center

A public service center of The Evergreen State College since 1985, the Washington Center works at the state, regional, and national level with faculty, staff, and administrators to share promising practices and carry out collaborative projects aimed at improving undergraduate education in the interest of academic success for all students. It is the national resource center for curricular learning communities.

### About the Curriculum for the Bioregion

Founded in 2005, the Washington Center’s Curriculum for the Bioregion initiative aims to better prepare undergraduates for citizenship in a world where sustainability —environmental quality, community health and wellbeing, and equity and justice are paramount. This faculty and curriculum development project is based on two ideas: *local knowledge* can be the basis for understanding the larger issues of global change and sustainability, and within this framework, *experiential learning in local places* can have lasting meaning.

9:00: Opening Plenary Session: *Upper Marshall Hall*

**Welcome:**

**Dan Sherman**, Associate Professor of Environmental Policy and Decision Making and Director, Sound Policy Institute, University of Puget Sound.

**Jean MacGregor**, Director, Curriculum for the Bioregion

**Keynote:**

**“Creative Tensions in Place-Conscious Education”**

In the context of the unremitting clamor for globalized education, what does it mean to be responsive to people and place? What diverse place-worlds do people actually inhabit and how does our living there shape our ethics? How do we negotiate the fact that places are both a potential meeting ground, as well as the ground of potential conflict? How might the stories we tell about place nurture a sense of empathy for people and place?

**David Greenwood** is Associate Professor and Canada Research Chair in Environmental Education at Lakehead University where he also directs the Centre for Place and Sustainability Studies. He has published widely on critical place-based, environmental and sustainability education. His current interests are in holism and the “wholing” of the human being in relation to the more-than-human contexts of land and place.

10:15: Beverage Break

10:40: Team Time: Note table-assignments/ room-assignments and suggested questions for discussion on the yellow sheet in your folder.

11:00: Concurrent Sessions  
Directions to our break-out rooms are on page 8.

**1. University-Wide Engagement in One Urban Neighborhood: Lessons Learned. (*Murray Board Room on the first floor of Wheelock Student Center*)**

What does it mean to pursue an ethic of place in an urban context? Seattle University is pursuing one distinct approach. Drawing upon exemplary programs such as the Harlem Children’s Zone, the Seattle University Youth Initiative unites the campus and the wider community to create a pipeline of support for low-income youth and families living in a local neighborhood while significantly enhancing the University’s educational programs. This workshop will explore the successful strategies and challenging impediments to pursuing this ambitious effort. We will also explore promising ideas arising from other local institutions. **Kent Koth:** As the founding Director of the Seattle University Center for Service and Community Engagement, Kent has overseen a rapid expansion of campus-community partnerships that have received national recognition. Since 2009, Kent has also directed the Seattle University Youth Initiative, an intensive university-wide community partnership effort in one Seattle neighborhood.

**2. (Re)placing Ourselves in Nature: How (Trans)formative Places Might Foster Connectedness. (*Trimble Forum, in Trimble Hall*)**

If you were asked to remember a special place, where would you go? Likely, you just thought of a stream, back-alley, or park. Join this interactive presentation to explore (trans)formative places, discover their educational relevance, and discuss the sometimes hidden and complex aspects of human connections to place. We will engage in dialogue around research that underpins this activity and how we can engage students in critical dialogue around place-connection. We will also consider the practice of visualizing the challenging, life-changing, and/or peak experiences in places as a form of complexity and systems thinking. **Nick Stanger** is an Assistant Professor of Environmental Education at Huxley College of the Environment at Western Washington University. An ecologist, curriculum theorist, and philosopher, he explores the intersections among methods, sense of place, and Indigenous ways of knowing through a socio-ecological approach.

**3. Different Ways of Knowing: Observations of a Watershed through Science and Humanities. (*201 Howarth Hall*)**

At Pacific Lutheran University our keystone, junior-level methods course reflects our Environmental Studies mission, “to engage actively and critically the complex relationships between people and the environment, drawing upon integrated and interdisciplinary perspectives.” This team-taught course is a place-based and field-based study that explores the Clover Creek watershed using framing questions that incorporate perspectives of five disciplines. We use scientific methods to investigate the current state of the watershed and compare those results with known changes that occur over time. Later in the course we select a site where students spend some time alone, observing and contemplating the watershed. Students then create reflective essays that bridge their scientific understanding with a personalized ethic of how we should live in this place. We will share some reflections on teaching this together, and also, we’d like to hear about linkages among science and humanities, which you are creating or considering. **Rose McKenney** teaches geomorphology, GIS, and interdisciplinary environmental studies courses at Pacific Lutheran University. Her early research focused on the dynamics of river systems. Her recent work has focused on developing interdisciplinary and place-based curricula. **Barbara Temple-Thurston** teaches post-colonial literature and theory, as well as introductory writing at PLU. She also directs PLU's semester abroad program in Trinidad and Tobago, and collaborates with colleagues in the interdisciplinary Environmental Studies program at PLU. Her first year writing class, "Our Place in the World," focuses on environmental issues of our time.

**4. Experiential Learning 2.0: Leveraging Undergraduate Research to Improve Natural Resource Management. (*201 Wheelock*)**

Undergraduate research can engage students deeply in place-based learning while also generating useful information for local agencies and organizations. What kinds of social or natural science research are we doing now with our students? How do we develop research questions? How involved are our students in study design? How is this research funded? How can we better serve local agencies and organizations which are often forced to make decisions with incomplete information because of tight budgets or the inapplicability of published literature? These information gaps present opportunities for an online exchange where agencies/organizations post targeted questions and faculty-student teams compete for small grants to conduct the research. We will share what we’re doing now, and explore this idea for an online exchange. **Sean M. Watts**, a conservation ecologist and former director of the Doris Duke Conservation Scholars Program at the U. of Washington, seeks to reintegrate people and communities into conservation through programs that increase workforce diversity, promote local stewardship and link public, private and academic partners. He is developing a pilot for a “Conservation Ecology and Restoration Exchange,” described above.

**5. Enhancing Perspective Taking and Critical Thinking through Teaching Cases about Contested Issues. (203 Howarth Hall)**

Looking for content and a teaching approach that honors diversity and fosters an ethic of place? This session will introduce the “teaching case approach” developed by the Enduring Legacies Native Cases Project. Over the past ten years, this project has produced more than 100 original teaching cases about significant, complicated contemporary issues in Indian Country, especially in the Northwest. The cases themselves come in the form of short-to-very-extensive narratives accompanied by teaching notes. Three educational approaches guide our case teaching: place-based learning, collaborative learning, and problem-based learning. Faculty in both colleges and high schools are using these cases to teach concepts in the social and natural sciences, research and critical thinking skills, creative problem-solving, and the ability to discern and speak for different sides in disputes. While this project focuses on issues that American Indians are wrestling with, the teaching-case approach is easily adaptable to other groups and contexts. **Barbara Leigh Smith** is a semi-retired Faculty at Evergreen and leads the Enduring Legacies Native Cases Initiative. Her work focuses on learning communities, education reform, and most recently, Native education. Her publications include *Re-Inventing Ourselves: Interdisciplinary Education, Collaborative Learning and Experimentation in Higher Education* (with J. McCann), *Learning Communities: Reforming Undergraduate Education* (with others), and *Pathways for Native Students: A Report on Washington State Colleges and Universities* (with others). **Michelle PenOziequah Aguilar-Wells**, Luiseno/Soboba Band of Mission Indians, has been teaching at Evergreen for 17 years. Michelle’s focus has been in reaching and teaching reservation-based students and most recently in developing curriculum and teaching critical thinking and social consciousness through film. Michelle has been a practicing artist in her spare time for over 40 years.

12:30: Buffet Luncheon in Upper Marshall Hall

1:15: Keynote:

**“Changing the World”**

**Diane Douglas** leads Seattle CityClub, a 32-year old nonprofit organization that informs, connects and engages the public to strengthen the civic health of our region. CityClub provides dialogue that is passionately nonpartisan, connections to leaders and government, and the tools and inspiration to make a difference.

2:00: Concurrent Sessions

Directions to our break-out rooms are on page 8.

**1. Enhancing Perspective Taking and Critical Thinking through Teaching Cases about Contested Issues. (203 Howarth Hall)**

*[This is a repeat of the morning session: see the description at the top of this page.]*

2. **Assignments to Deepen Place-Based Learning.** (*Trimble Forum in Trimble Hall*)

How might we design our assignments to strengthen students' learning and their intellectual and ethical development? If we want to foster an ethic of place, what is important to assess? This workshop will provide a chance for us to consider these questions and share a variety of approaches.

**Jean MacGregor** directs the Washington Center's Curriculum for the Bioregion initiative; she also teaches in Evergreen's Graduate Program on the Environment. She has taught a variety of courses in field biology, community-studies, and environmental education. **Karen Harding** taught Chemistry at Pierce College until 2010. Since retiring from full-time teaching, she has been engaged in faculty and curriculum development work related to the integration of reflective practice and service learning into college-level courses. She also facilitates reflective experiences for individuals engaged in helping professions as part of her work with the Center for Courage and Renewal.

3. **"The Earth does Not Belong to Man..." A Coast Salish Perspective on Environment and Place through Art and Story.** (*Murray Board Room, 1<sup>st</sup> floor of Wheelock*)

How are we preparing the world for the people to come with our current relationship with the natural world? The Waterlines Map ([http://www.burkemuseum.org/waterlines/project\\_map.html](http://www.burkemuseum.org/waterlines/project_map.html)) will provide a visualization of the natural world as it existed at the time of the treaties. Storytelling is central to this learning experience. In the workshop we will focus on stories such as the Epic of North Wind's Fishing Weir; Moon the Transformer; Tootsaleetsa is a Leader; and the Maiden of Deception Pass. We will discuss how learning can be enriched with visits to the sites associated with them. Further connections will be made through art-making; experience of traditional songs; geology, plant and ecosystem study; and community connections. **Roger Fernandes** is a Native American storyteller, artist, and educator. He is a member of the Lower Elwha S'Klallam Tribe and a graduate of The Evergreen State College and Antioch University. His work focuses on the art, culture, and beliefs of the local Coast Salish tribes of western Washington. **Cynthia Updegrave** is an experienced botanist with biogeographic, ecological and cultural knowledge of the diverse ecosystems of the Pacific Northwest. Her scientific research has focused on Pacific Northwest seismic and ecosystem history, ecology and the bio-geographical aspects of regional floras. She has expertise in historical ecological research methods applied to restoration ecology. Cynthia is a lecturer in the American Indian Studies Program at the University of Washington, committed to the practice of pedagogies that bridge Native and Western science.

4. **Community-based Research: Lessons Learned from Teaching "Local Knowledge."** (*201 Howarth*)

There are many activating modes of learning that students and faculty can engage to learn about (and contribute to) local efforts toward "just sustainability." These include writing that grows over the quarter or semester (a "self in context" exercise); community tours (initiated by faculty, students and/or local activists) involving mapping and interviewing/discussions; observation/participation in local governance; learning social-ecologic connections (and disconnections), from watersheds to port activities; communities reshaping local institutions to undo ethnic/cultural marginalization (dual language schools; adult literacy programs); exploring social-environmental features of housing shelters; and student participation in or creation of projects, from community gardens to resource cycling. We'll explore the opportunities and challenges of this work and how we can adapt these approaches to different classroom schedules and settings. **Anne Fischel** is a member of the faculty at The Evergreen State College. She teaches documentary media and community studies in programs such as "Local Knowledge" and "Cultural Landscapes." She has served on the advisory board of the Washington State Labor Education & Research Center and Evergreen's Center for Community-based Learning and Action. **Lin Nelson** is faculty emeritus, The Evergreen State College, where she's taught in community and sustainability focused programs, including "Local Knowledge" and "Community-based Research." She's served on the advisory boards of Curriculum for the Bioregion and Evergreen's Center for Community-based Learning & Action.

3:00: Return to Upper Marshall Hall for hot beverages and discussion in campus teams

Note table-assignments and the suggested questions for afternoon conversations on the yellow sheet in your folder.

3:45: Feedback and Next Steps

At this point in the day, we will be handing out a request for some written feedback about next steps the Curriculum for the Bioregion initiative might undertake.

4:15: Reflections

David Greenwood and Diane Douglas

Roger Fernandes, Lower Elwa S'Kallam artist

*Please leave your feedback form and nametag  
at your table or on the registration desk*

Thank you for coming and safe travels home!

*Abundant thanks to members of the Curriculum for the Bioregion Steering Committee for their constant advice and support and for helping to shape today's meeting.*

## Curriculum for the Bioregion Steering Committee Members 2013-14 and 2014-15

Antioch University – Seattle  
Bellevue Community College

Cascadia Community College  
Edmonds Community College  
E3 Washington  
Olympic College  
Pacific Lutheran University  
Peninsula College  
Pierce College

Seattle Central College  
Seattle CityClub  
Seattle University  
Skagit Valley College  
South Seattle College  
The Evergreen State College

University of Puget Sound

University of Washington – Bothell

University of Washington – Tacoma  
University of Washington – Seattle  
Western Washington University

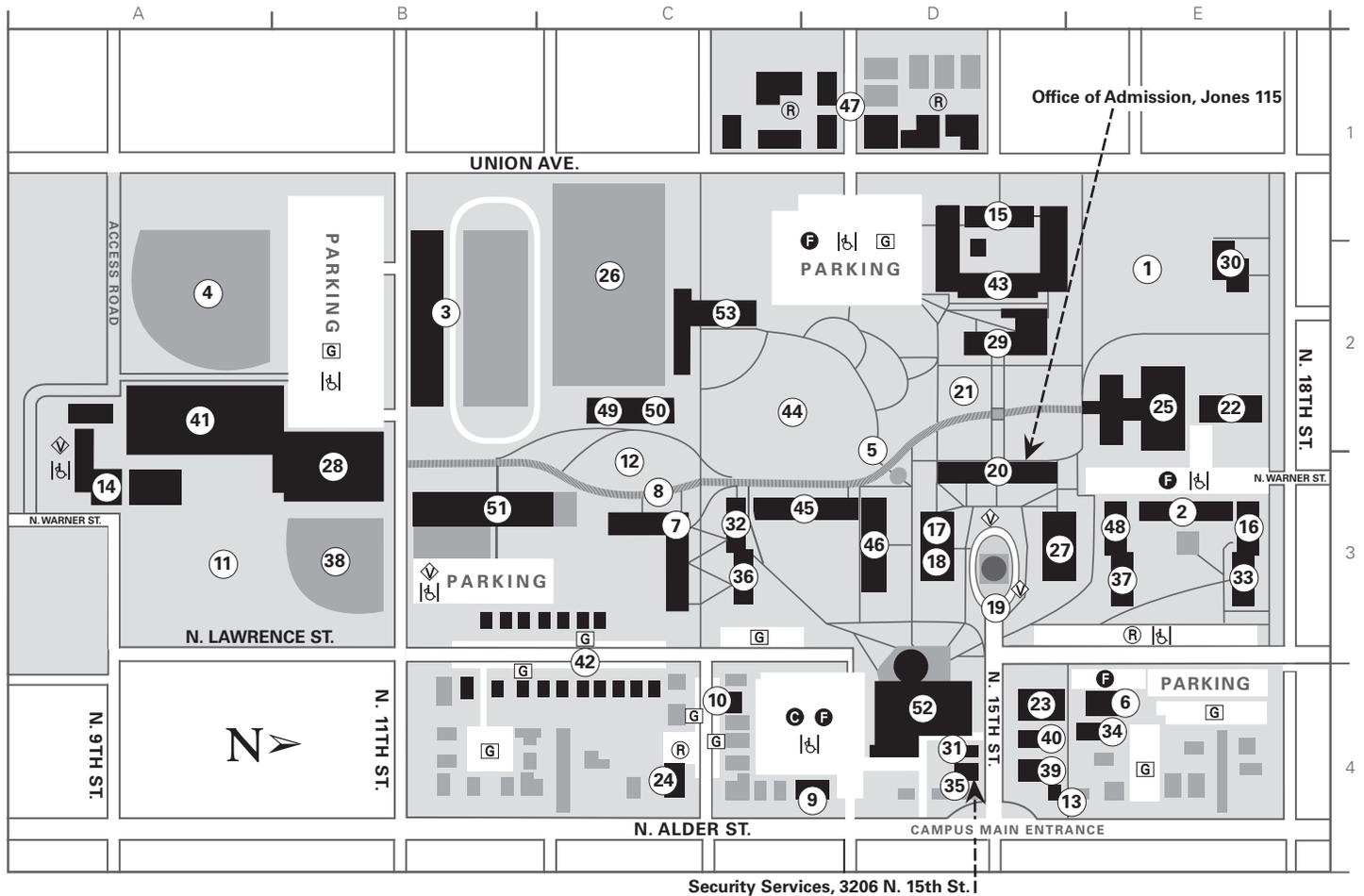
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**Holly Hughes**, English Instructor  
**Abby Ruskey**, Former Executive Director  
**Kim McNamara**, Instructor, Business Transfer Program  
**Kevin O'Brien**, Associate Professor of Religion  
**Matthew Teorey**, English Instructor  
**Karen Harding**, Faculty Emerita, Chemistry  
**Tom Broxson**, Chair, Natural Science  
**Christie Flynn**, Dean of the Library and Learning Resources  
**Grace Sparks**, Biology Instructor  
**Diane Douglas**, Executive Director  
**Jennifer Sorensen**, Director of General Science  
**Claus Svendsen**, Chair, Environmental Conservation  
**Peter Lortz**, Vice President of Instruction  
**Tyrus Smith**, Planning Unit Coordinator and Faculty, Tacoma Campus  
**Lin Nelson**, Retired Member of the Faculty, Sustainability and Justice  
**Daniel Sherman**, Associate Professor, Political Science and Environmental Studies  
**Robert Turner**, Senior Lecturer, Interdisciplinary Arts & Sciences  
**Mike Gillespie**, Professor *Emeritus*, Philosophy, University of Nebraska  
**Erica Cline**, Associate Professor, Biology/Interdisciplinary Studies  
**Cynthia Updegrave**, Lecturer, American Indian Studies  
**Grace Wang**, Associate Professor, Huxley College  
**Nancy McKay**, independent consultant  
**Jean MacGregor**, Director, Curriculum for the Bioregion  
**Emily Lardner**, Director, Washington Center

*Finding meeting rooms for team meetings and concurrent sessions:*

Wheelock Murray Board Room	Is on the main floor of Wheelock on the northeast corner of the building. Follow signs on the main floor.
Wheelock 201 and Wheelock 202	Are on the same level as Upper Marshall, our plenary meeting room. Exit Upper Marshall, make a right, go through the eating area and make another right through the double-doors Exit; once through the doors, Room 201 is on your right and Room 201 is on your left.
Wheelock 230A Wheelock 230B	Are on the inside/next to our plenary space, Upper Marshall, along the north wall of the room.
Trimble Forum in Trimble Hall	Exit the Wheelock Building; walk west to Trimble Hall (#46 on the campus map). The Trimble Forum meeting room is the large meeting room directly across from the entrance doors on the main floor.
201 Howarth	Exit the Wheelock Building (#52 on your campus map), and walk west to Howarth (#17). Room 201 is on the second floor.
203 Howarth	Exit the Wheelock Building (#52 on your campus map), and walk west to Howarth (#17). Room 203 is on the second floor.

# Campus Map



Security Services, 3206 N. 15th St. I

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>1 Alcorn Arboretum (E-2)</li> <li>2 Anderson/Langdon Residence Hall (E-3)</li> <li>3 Baker Stadium/Peyton Field/Shotwell Track ♿(B-2)</li> <li>4 Baseball Diamond (A-2)</li> <li>5 Benefactor Plaza (D-3)</li> <li>6 Ceramics Building ♿♿(E-4)</li> <li>7 Commencement Hall (C-3)</li> <li>8 Commencement Walk (B-3-E-2)</li> <li>9 Communications House ♿♿(D-4)</li> <li>10 Community Involvement and Action Center ♿♿(C-4)</li> <li>11 East Athletic Field (A-3)</li> <li>12 Event Lawn (C-3)</li> <li>13 Expeditionary (E-4)</li> <li>14 Facilities Services ♿♿(A-3)</li> <li>15 Harned Hall/Oppenheimer Café ♿♿(D-1)</li> <li>16 Harrington Residence Hall (E-3)</li> <li>17 Howarth Hall ♿♿(D-3)</li> </ul> | <ul style="list-style-type: none"> <li>18 Human Resources ♿♿(D-3)</li> <li>19 Jones Circle (D-3)</li> <li>20 Jones Hall/Norton Clapp Theatre ♿♿(D-3)</li> <li>21 Karlen Quad (D-2)</li> <li>22 Kilworth Memorial Chapel ♿♿(E-2)</li> <li>23 Kittredge Hall and Art Gallery ♿♿(D-4)</li> <li>24 Langlow House (C-4)</li> <li>25 Library, Collins Memorial ♿♿(E-2)</li> <li>26 Lower Baker Field (C-2)</li> <li>27 McIntyre Hall ♿♿(D-3)</li> <li>28 Memorial Fieldhouse/Pamplin Sports Center ♿♿(B-3)</li> <li>29 Music Building/Schneebeck Concert Hall ♿♿(D-2)</li> <li>30 President's House ♿♿(E-2)</li> <li>31 Print and Copy Services ♿(D-4)</li> <li>32 Register Residence Hall (C-3)</li> <li>33 Schiff Residence Hall ♿♿(E-3)</li> <li>34 Sculpture Building (E-4)</li> <li>35 Security Services ♿(D-4)</li> </ul> | <ul style="list-style-type: none"> <li>36 Seward Residence Hall (C-3)</li> <li>37 Smith Residence Hall ♿♿(E-3)</li> <li>38 Softball Field (B-3)</li> <li>39 Student Activities/Residence Life ♿(D-4)</li> <li>40 Student Diversity Center ♿(D-4)</li> <li>41 Tennis Pavilion ♿(A-2)</li> <li>42 Theme House Row (C-3)</li> <li>43 Thompson Hall ♿♿(D-2)</li> <li>44 Todd Field (C-2)</li> <li>45 Todd/Phibbs Residence Hall ♿♿(D-3)</li> <li>46 Trimble Residence Hall/Trimble Forum (D-3)</li> <li>47 Union Avenue Residences ♿♿♿(D-1)</li> <li>48 University Residence Hall (E-3)</li> <li>49 Wallace Pool ♿♿(C-2)</li> <li>50 Warner Gymnasium ♿♿(C-2)</li> <li>51 Weyerhaeuser Hall/Mobility Park ♿♿(B-3)</li> <li>52 Wheelock Student Center/Divisions Café/The Cellar/Rasmussen Rotunda ♿♿(D-4)</li> <li>53 Wyatt Hall ♿♿(C-2)</li> </ul> |
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## LEGEND

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|--|---|-------------------------|
| ♿ Parking for persons with disabilities                    | ♿ Men's and women's restrooms wheelchair accessible | F Faculty/Staff parking |
| ♿ Entrance(s) and all or most floors wheelchair accessible | R Resident student parking                          | C Commuter parking      |
| ♿ Entrance(s) and one level wheelchair accessible          | G General parking                                   | ◇ Visitor parking       |