



Developing a Sense of Place:
Social & Environmental Science in Colorado's Rocky Mountains

Humanities Section, Summer Term 2018
 Instructor: Daniel Fladager

Overview: The Humanities portion of your summer term will explore how communities and individuals establish themselves within a place. Initially, we will focus on identifying how the Leadville community and the individuals within it have built their own sense of place and history. You will learn about and engage with the local community to see how it is shaped by and shapes both its environment and the people. Then, you will have a chance to reflect on how *you* are shaped by and help shape your own local community as well. Several themes will help guide our inquiry through the duration of the course:

1. A sense of place is a connection, relationship, or attachment to place that results from experiences, knowledge of, and memories associated with that place;
2. The natural and human environment shapes and is shaped by the values, perspectives, and ideologies of its people;
3. Places can be valued in a variety of ways and every individual has a unique perspective that informs how s/he understands and interprets their place.

Expectations: Your level of engagement with this course will determine not just your own but your classmates' experience as well. We will work as a team, just like we do on expedition, to get the most out of this classroom time. I expect everybody to be in the classroom on time and prepared to contribute to the discussion. While debate and disagreement are vital components of intellectual discourse, I expect each of you to be considerate toward the other members of our community both inside and outside the classroom.

Schedule:

CLASS	TOPIC	TO DO
Class 1 (Before Expedition)	Overview and expectations. The difference between space and place. What is a "Stakeholder"?	
1 st Expedition	Discussion of place, ethics, and stakeholders.	<i>Readings:</i> Sa, Berry, Silko for discussion on expedition.
Class 2 On Campus	History of Leadville mining and introduction to contemporary debates. Introduction to Humans of Leadville Project.	<i>Readings:</i> Blair, Klucas, Ring, and Clifford
Field Trip	Field Study with Cloud City Conservation Center, then time to complete Humans of Leadville Project.	
Class 3 On Campus	Humans of Leadville Project Presentations. Introduction to "Place Where I Live" Essay.	
Evening Activity	Town Hall Meeting with all students.	
2 nd Expedition	"The Place where I Live" Assignment.	"The Place Where I Live" essay and creative project <i>Readings:</i> Oliver, Lopez, Hopkins

Assignments:

- **Expedition One Assignment:** Readings Reflection, Due on Wednesday, July 11 at breakfast
- **Academic Assignment:** Humans of Leadville Presentation, Due on Friday, July 13 or Wednesday, July 18
- **Expedition Two Assignment:** “Where I Live” Essay, Due on Tuesday, July 31st at breakfast

Assessment:

I will give you feedback on each individual assignment, as well as a final assessment of your performance in the Humanities course overall at the end of the summer. Your assessment will look very similar to what you receive in expedition, and I will follow the same basic framework of check-plus, check, and delta for giving you feedback in individual categories, followed by written feedback.

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Humanities Lesson #2: Stakeholders

What is a stakeholder?

Activity: Wal-Mart wants to build a location in a small town like Leadville with only one grocery store and one home store. What are some of the stakeholders who would be affected by this decision? Think of two stakeholders who would like the idea of a Wal-Mart and two who would not like the idea.

Stakeholder #1:

Stakeholder #2:

Stakeholder #3:

Stakeholder #4:

Share these stakeholders with the group and discuss how they might have a discussion with each other. What would the pro-Wal Mart stakeholders say to the anti-Wal Mart stakeholders? How could they find middle ground?

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Humanities Lesson #3: First Expedition Readings

For this expedition, there is one group discussion along with a journal assignment that will be turned in on the last day of the expedition. Read the three readings below carefully before the discussion (*your expedition leader will give you a sense of when the discussion will occur, typically after half-way through the first expedition). For the discussion you should be prepared to: summarize each text, identify the major stakeholders in each text, and think about how they each develop an idea, ethic or philosophy from a sense of place.

Readings: Use the table below to note the author's key points/concepts for each of the readings.

Wendell Berry, "The Work of Local Culture"	
Zitkála-Šá, "Why I Am A Pagan"	
Leslie Marmon Silko, "The People and the Land ARE Inseparable"	

Journal and Discussion Assignment: Before the discussion, you will be given time to journal and reflect on the following three questions. You should come to discussion in the field with at least 3 sentences and a piece of evidence from the texts for each one of these questions. You should also try to include at least one piece of evidence from each text.

1. What is the value of living in one place and knowing it intimately? In what ways do some people develop a sense of ethical belief based on where they live and their interaction with the environment and place? (You should use examples from our readings, but you can also use examples from your own life and experience).
2. Is it possible for stakeholders that hold different views to come to an understanding with each other? Why or why not? How can different stakeholders occupy the same space and still see that same space differently while wanting the best for it?
3. As newcomers, how do we get to better know a place and is it important that we do?

After the discussion, you will be given time to reflect on the discussion and add to your answers to the above questions based on the discussion. The end result, which you can type up when you get back, should be about one handwritten page for each question, or about ½ a page, typewritten.

You will be required to turn in your journal entry on the last day of the expedition. You will be evaluated on how thoughtfully you answer the questions, use of evidence (from the readings and/or outside) to support your opinion, participation in the discussion, and your reflections and reactions after the discussion. This does not need to be a formal essay; rather, I am looking for depth in considering the questions, critical thinking and reflection, and the use of evidence to support your opinion/argument.

On-Expedition Assignment: During our conversation on expedition, you will break up into three groups. Each group is responsible for running conversation on one of the readings. You will give a 1-2 minute presentation that can consist of a dramatic reenactment of one of the stakeholder disagreements in the text or a dramatic reading of your favorite passage, as well as an explanation for why your group has chosen that passage.

Next, you will ask a question that helps us all engage with the reading and reflect on our own experiences. Everybody will answer this question and then we will open up discussion.

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Humanities Lesson #4: History of Leadville Mining

Read Blair, “Leadville: Colorado’s Magic City”; Klucas, “Living Downstream,” from *Leadville: The Struggle to Revive an American Town*; and the two editorials by Ring and Clifford.

For each reading, write a list of all of the characters in all of the readings and what stakeholder positions they represent before class.

In class, we will discuss the readings and draw a three-dimensional stakeholder map of the people and organizations that have influenced Leadville. After we conduct our interviews in town, we will integrate those stakeholders into this web of influence.

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Humanities Lesson #5: Humans and Places of Leadville Project

By now, you have learned about the history and environment of Leadville and have started to understand how to ask questions about "place." At this stage, we are left pondering: "Who are the people of current day Leadville and how do they connect to this place?" "What does the future of Leadville hold?" "How will Leadville work toward this future?"

Your charge:

- In groups of 3-4, you will be assigned a block of Leadville and find **2 different people** to briefly interview. These could be based off of guiding interview questions we develop in class; however, the most authentic interviews can simply be conversational.
- In addition, you will take **3 photos that represent** this place.
- You will then develop a presentation using class time (see guidelines below).
- We will present our interviews to each other in class and create a final Humans and Places of Leadville Prezi that compiles the presentation from the entire class.

Important considerations for interviewing:

- You are not allowed to go into any businesses that sell marijuana or alcohol!!
- You will be assigned one block that you are allowed to go east and west on from Harrison Ave (e.g. 6th street). You can go two blocks east and two blocks west from Harrison Ave.
- You should ask people permission to interview them, take their photo, and publish this onto a website and/or Facebook page (please use the consent form to do this).
- It is important that you do not disrupt the flow of business, traffic, or people's day. If a person looks busy, or does not want to talk, please don't bother them.
- If a person has already participated, please do not ask them to participate again.
- You will have 1.5 hours to complete these interviews and photos.
- You should assign somebody to be the note taker or even audio record the interview. This will be really helpful in writing about each person for the final website.
- Consider having the group rotate through who conducts the interview.

Presentation Guidelines

- 2-3 minute presentation using Power Point, iMovie, Prezi, or something else.
- Show people and places of Leadville with a representative quote.
- Include an analysis – Who are the people and places of Leadville (consider answering the questions: who, what, where, when, why?). How do people describe their sense of place in Leadville?_What does the future hold for Leadville? What are the key themes that you can draw out from your interviews (how would you summarize your findings)? Are there any interesting conclusions you can develop?

HUMANS AND PLACES OF LEADVILLE CLASS PROJECT
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Thank you for your participation!

We are creating a Humans Places of Leadville multi-media project as a way to understand and document the diverse perspectives, people, and places of Leadville. This project is inspired by the Humans of New York photo-blog that has gained recent popularity.

If you agree to take part in this project, you will be asked several interview questions related to your experience living in or visiting Leadville and have your picture taken. We will not publish your picture without your permission as well. It is entirely your choice whether or not to participate in this study. You can stop the interview at any time or skip any questions you wish.

If you should have questions or concerns about your participation, please contact Jessica Fuller at jfuller@hminet.org or 719-486-8200 x107. By signing below, you indicate that you consent to participate in this interview, based upon the information provided above.

Signature

Signature

Signature

Signature

Do you agree to have your picture published on our website?

Signature

Signature

Signature

Signature

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Humanities Lesson #6: Second Expedition

“The Place Where I Live” Essay and Creative Project

As your opportunity to synthesize and demonstrate your learning in the Sense of Place class you'll be asked to write a brief essay about how you fit in to your own community and compose a creative interpretation of that essay. Your creative interpretation can come in the form of a poem, a painting, a story, a lyric essay, a drawing, or any other kind of format with which you are comfortable.

Your essay will be an account of your hometown and how you fit in to the web of stakeholders there. It should also be a reflection on a single place that is powerful or meaningful to you. You can consider what it is that draws you to this place and what it means to be a part of it, what history it holds for you, what kind of future it holds, how the community looks to protect/influence it, or a combination of any of these considerations.

Your creative project will be a remediation of this essay, showing the place you've chosen to write about from your unique perspective. I have included a poem that does just this for some inspiration!

Length of essay: About 3-5 pages handwritten. You are encouraged to type these the evening you return to campus, as long as they are turned in by 8:00 AM on July 31st. Typed they would be 1-2 pages double spaced.

Lying in a Hammock at William Duffy's Farm in Pine Island, Minnesota By [James Wright](#)

Over my head, I see the bronze butterfly,
Asleep on the black trunk,
Blowing like a leaf in green shadow.
Down the ravine behind the empty house,
The cowbells follow one another
Into the distances of the afternoon.
To my right,
In a field of sunlight between two pines,
The droppings of last year's horses
Blaze up into golden stones.
I lean back, as the evening darkens and comes on.
A chicken hawk floats over, looking for home.
I have wasted my life.