



## **Cultural Landscapes and Seascapes: A Sense of Place**

### **CAS NS 327 (3 credits)**

#### **Course Catalog Description (max. 40 words):**

Field-intensive analysis and documentation of dynamic relationships between nature and culture in specific coastal, island, and ocean places. Apply cultural landscape and related interdisciplinary bio-cultural approaches to place-based environmental studies.

**Instructor(s):** Sea Education Association Maritime Studies Faculty

**Location:** SEA campus in Woods Hole, MA, at sea aboard SEA's sailing school vessel (SSV) *Robert C. Seamans*, ashore during several island port stops, and ashore in New Zealand.

**Prerequisites:** Admission to the SEA Semester. Sophomore standing or consent of instructor.

#### **Course Philosophy and Approach:**

*Sustainability in Polynesian Island Cultures and Ecosystems (SPICE)* is an interdisciplinary program that examines the interaction of culture and ecological sustainability. We develop the program around this theme by first establishing a working definition of "sustainability," using the islands on our cruise track as case studies. We address the relationship between people and their environment, and look for ways to measure and assess the impact of agriculture and aquaculture, fishing, the introduction of new species of plants and animals, changing demographics due to migration and European colonization, and the impact of global trading networks. The SPICE program consists of five courses, each with specific academic requirements, although the lines between the disciplines in lectures, discussions and projects are, by design, blurred into an interdisciplinary whole. Discussion of course materials from environmental, historical, cultural, scientific and nautical perspectives will integrate our program themes.

An expanding global population, advances in technology, and human requirements in both urban and rural areas have led to enormous changes in landscapes, cityscapes, and ecosystems, including the ocean. Many of these changes have happened in the wake of human actions made without consideration of long-term impacts on environmental and cultural sustainability. The result is the loss, sometimes irrevocably, of cultural sites and natural landscapes. Around the globe, local people, governments, and international organizations have designated some places as worth preserving as historical or heritage sites, or parks or protected environments (including marine protected areas). In 1992 UNESCO introduced the designation "cultural landscapes" to acknowledge places where "combined works of nature and humankind ... express a long and intimate relationship between peoples and their natural environment." The Ocean Health Index (OHI) has adopted the phrase "Sense of Place" to try to capture the "cultural, spiritual and aesthetic benefits that people value for a region." Both organizations aim to encourage preservation through knowledgeable action.

In this *Cultural Landscapes and Seascapes: A Sense of Place* course, we will use ideas of place to examine sites deemed valuable to Polynesian societies. We will begin by surveying scholarly literature in which place and landscape figure as key concepts for understanding human existence and experience. From this vast field of ideas about place we will develop a framework to examine and evaluate the concept. Our aim is to join the conversation about place and landscape/seascape as they have been shaped by academics and organizations, and to develop original insights and well-informed recommendations



regarding how best to identify, measure and explain the complex connections—the “long and intimate relationships”—between people and places in an era of immense cultural and environmental change.

This course consists of 16 hours of lecture/discussion sessions, research and writing workshops, and field trips during the initial four-week shore component in Woods Hole, 24 hours of field trips and independent research in the island communities visited during the 6-week sea component, and 10 hours of mentored work sessions, writing workshops, and student presentations during the final two-week shore component in New Zealand. Many of the activities listed on this syllabus are joint activities integrated with other SPICE courses, most particularly with *Maritime History and Culture (MHC)*; weekly contact hours summarized here and given in the course calendar below reflect only the portion allocated to this course.

### Learning Outcomes:

1. Develop an understanding of the complex and dynamic connections between humans and the places they construct, inhabit, and experience.
2. Provide a geographic context for the islands and communities visited in Polynesia that considers human-place connection as culturally, psychologically, historically, and technologically mediated.
3. Learn to apply the analytical methods of humanistic geography and associated disciplines to observed characteristics of the islands and communities visited in Polynesia during the sea component.

### Evaluation:

Sense of Place Project (first and final drafts)	40%
First story (written and audio)	15%
Second story (written and live performance)	25%
Participation (including class discussion and teamwork)	20%

### Assignments:

*Cultural Landscapes and Seascapes: A Sense of Place* students will be required to write a paper, write and present stories based on their experiences of places, and actively participate in class discussions both ashore and at sea. These assignments are briefly described below, and will be discussed in more detail during the first class meeting.

Sense of Place (SOP) Project: During the shore component of this class, students will examine sense of place in a variety of settings and disciplines, including philosophy, cartography, ethnography, well-being, marine conservation, landscape protection, digital media, and literature. The assignment for the semester-long SOP project is to choose one such setting and explore at length the myriad connections to place that are active within it. Expectations for this research paper are as follows: (1) Students must use some of the concepts, critiques, and methods from the SOP framework developed during the shore component; (2) the geographic focus must be one of the island groups visited during the sea component, although comparative projects may be acceptable depending on topic; (3) the project must take as its focus the ways humans are connected to (or disconnected from) the ocean (or coast, island, estuary, etc.), with sense of place as the organizing framework; and, (4) the final paper will not be a simple literature review, but will contain an original argument supported by solid research, sound reasoning, and field observations.

**Storytelling:** As scholars committed to understanding human-place connection in our contemporary context, we are drawn to the potential of storytelling to help us convey to broad audiences our own experiences of place and how these experiences help to shape our commitments to sustainable futures. During the first shore component, students will write and record a brief audio narrative that situates ideas of sustainability in local contexts. At sea, students will write a short story that expresses their own thoughts about and experiences with place, informed by readings, discussions, and reflections on the SPICE program. They will perform their stories at our annual “SPICE Moth” event during the second shore component at Leigh Marine Laboratory in New Zealand.

**Participation:** Thoughtful, active participation in class discussions on shore and at sea is an important component of this course, and students will be evaluated on this. Demonstrated knowledge of the assigned readings during these class discussions is expected and required.

### Expectations and Requirements:

- Punctual attendance is required at every class meeting.
- Active participation in class discussion is expected.
- Late assignment submissions are not accepted.
- The policy on academic accuracy, quoted below, will be strictly followed in this class.

The papers that you submit in this course are expected to be **your original work**. You must take care to distinguish your own ideas and knowledge from wording or substantive information that you derive from one of your sources. The term “sources” includes not only published primary and secondary material, but also information and opinions gained directly from other people and text that you cut and paste from any site on the Internet.

**The responsibility for learning the proper forms of citation lies with you.** Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from your reading and research, the sources must be indicated. (Harvard *Handbook for Students*, 305)

- Considerations for use of internet sources:

As you browse websites, assess their usefulness very critically. Who posted the information and why? Can you trust them to be correct? Authoritative? Unbiased? (It’s okay to use a biased source as long as you incorporate it knowingly and transparently into your own work.) Keep track of good sources that might be useful for subsequent assignments, and annotate in your bibliography any sites you cite. Your annotation should include the name of the author or organization originating any material that you reference. If you can’t identify the source, don’t use it!

### Selected Readings:

Barton, Phillip Lionel. Māori Cartography and the European Encounter. In *Cartography in the Traditional African, American, Arctic, Australian, and Pacific Societies, Volume Two, Book Three*. David Woodward and G. Malcolm Lewis, Eds. Pp. 493-592. 1995.

Basso, Keith. *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: University of New Mexico Press. 1996.

- Blank, Arapera Hineira. Rangitukia, soul place. In *Puna Wai Korero: An Anthology of Māori Poetry in English*, Reina Whaitiri and Robert Sullivan, Eds. Pp. 27-31. Auckland: Auckland University Press. 2015.
- Buttimer, Anne. Grasping the Dynamism of Lifeworld. *Annals of the Association of American Geographers* 66(2): 277-292. 1976.
- Casey, Edward S. *Getting Back into Place: Toward a Renewed Understanding of the Place-World*. Second Edition. Bloomington: University of Indiana Press. 2009.
- Esposito, Mark, and Alessandro Cavelzani. The World Heritage and Cultural Landscapes. *PASOS* 4(3): 409-419. 2006.
- Finney, Ben. Nautical Cartography and Traditional Navigation in Oceania. In *Cartography in the Traditional African, American, Arctic, Australian, and Pacific Societies, Volume Two, Book Three*. David Woodward and G. Malcolm Lewis, Eds. Pp. 442-492. 1995.
- Hau'ofa, Epeli. *We Are the Ocean: Selected Works*. Honolulu: University of Hawai'i Press. 2008.
- Hausmann, Anna, Rob Slotow, Jonathan K. Burns, and Enrico Di Minin. The ecosystem service of sense of place: benefits for human well-being and biodiversity conservation. *Environmental Conservation*, available on CJO2015. 2015.
- Ingold, Tim. The Temporality of the Landscape. *World Archaeology* 25(2): 152-174. 1993.
- Ingersoll, Karen Amimoto. *Waves of Knowing: A Seascape Epistemology*. Duke University Press. 2016.
- Lane, Patrick. "A Sense of Place." *The Economist*, October 27, 2012.  
<http://www.economist.com/news/special-report/21565007-geography-matters-much-ever-despite-digital-revolution-says-patrick-lane>
- Larson, Silva, Debora M. De Freitas, and Christina C. Hicks. Sense of place as a determinant of people's attitudes towards the environment: Implications for natural resources management and planning in the Great Barrier Reef, Australia. *Journal of Environmental Management* 117: 226-234. 2013.
- Manzo, Lynne C. Beyond house and haven: Toward a revisioning of emotional relationships with places. *Journal of Environmental Psychology* 23: 47-61. 2003.
- Malpas, Jeff (Ed.). *The Intelligence of Place: Topographies and Poetics*. New York: Bloomsbury. 2015.
- McQueen, Cilla. *Markings: Poems and Drawings*. Dunedin: Otago University Press. 2000.
- Mendoza, Cristóbal, and Ricard Morén-Alegret. Exploring methods and techniques for the analysis of senses of place and migration. *Progress in Human Geography* 37(6):762-785. 2012.
- Panelli, Ruth, and Gail Tipa. Placing Well-Being: A Māori Case Study of Cultural and Environmental Specificity. *EcoHealth* 4: 445-460. 2007.

Seamon, David, and Jacob Sowers. Place and Placelessness (1976): Edward Relph. In *Key Texts in Human Geography*. Phil Hubbard, Rob Kitchin, and Gill Valentine, Eds. Pp. 43-51. Los Angeles: Sage. 2008.

Smith, Alisa. A Māori Sense of Place? Taranaki Waiata Tangi and Feelings for Place. *New Zealand Geographer* 60(1): 12-17. 2004.

Stair, John B. Floatsam and Jetsam from the Great Ocean: Or, Summary of Early Samoan Voyages and Settlement. *Journal of the Polynesian Society* 4(4): 99-131. 1895.

Strang, Veronica. Mapping histories: Cultural landscapes and walkabout methods. In *Environmental social sciences: methods and research design*. Cambridge: Cambridge University Press, pp. 132-156. 2010.

Tuan, Yi-Fu. Place: An Experiential Perspective. *Geographical Review* 65(2): 151-165. 1975.

Tuck, Eve, and Marcia McKenzie. *Place in Research: Theory, Methodology, and Methods*. New York: Routledge. 2015.

Tuwhare, Hone. *Shape Shifter*. Wellington: Steele Roberts Ltd. 1997.

Wendt, Albert. "I Will Be Our Saviour from the Bad Smell." In *Nuanua: Pacific Writing in English Since 1980*. Albert Wendt, ed. Pp. 302-321. Auckland: Auckland University Press. 1995.

### Course Calendar:

Topic	Readings/Assignments Due
<b>Week 1 (4 hours)- on shore at SEA campus in Woods Hole</b>	
Introduction to SPICE & Sense of Place (SOP): Assignments & Course Expectations  Lecture/Discussion Topics: <ul style="list-style-type: none"> <li>• The Question of Place</li> <li>• Humanistic Geography</li> <li>• Place vs. Space</li> <li>• Place and Cultural Sustainability</li> <li>• Place and Environmental Sustainability</li> </ul>	<b>Readings:</b> Seamon and Sowers, 2008. Casey, 2009. Malpas, 2015. Esposito and Cavelzani, 2006.
<b>Week 2 (4 hours) – on shore at SEA campus in Woods Hole</b>	
Lecture/Discussion Topics: <ul style="list-style-type: none"> <li>• Culture in Place, Place in Culture</li> <li>• Cartographies</li> </ul>	<b>Readings:</b> Basso, 1996. Smith, 2004. Finney, 1995.

<b>Week 3 (4 hours) – on shore at SEA campus in Woods Hole</b>	
<p>Lecture/Discussion Topics:</p> <ul style="list-style-type: none"> <li>• Landscape/Seascape/Islandscape</li> </ul>	<p><b>Readings:</b>            Ingold 1993.            Hau’ofa 2008.            Ingersoll 2016.</p> <p><b>Audio story project due</b></p>
<b>Week 4 (4 hours) – on shore at SEA campus in Woods Hole</b>	
<p>Lecture/Discussion Topics:</p> <ul style="list-style-type: none"> <li>• Storytelling and other Methodologies</li> </ul>	<p><b>Readings:</b>            Wendt 1995.            Strang 2010.            Mendoza and Morén-Alegret 2012.            Tuck and McKenzie 2015.</p> <p><b>Paper first draft due</b></p>
<b>Weeks 5 and 6 (8 hours) – during island port stops &amp; at sea</b>	
<p>Port Stop Orientation and Planning</p> <p>Visits to island communities (3 to 4 days each)</p> <ul style="list-style-type: none"> <li>• Guided field trips</li> <li>• Independent student exploration</li> </ul> <p>Port Stop Debrief and Discussion</p>	<p>Port-specific readings.</p>
<b>Weeks 7 and 8 (8 hours) – during island port stops &amp; at sea</b>	
<p>Port Stop Orientation and Planning</p> <p>Visits to island communities (3 to 4 days each)</p> <ul style="list-style-type: none"> <li>• Guided field trips</li> <li>• Independent student exploration</li> </ul> <p>Port Stop Debrief and Discussion</p>	<p>Port-specific readings.</p> <p><b>SPICE Moth story plan due</b></p>
<b>Weeks 9 and 10 (8 hours) – during island port stops &amp; at sea</b>	
<p>Port Stop Orientation and Planning</p> <p>Visits to island communities (3 to 4 days each)</p> <ul style="list-style-type: none"> <li>• Guided field trips</li> <li>• Independent student exploration</li> </ul> <p>Port Stop Debrief and Discussion</p>	<p>Port-specific readings.</p>
<b>Weeks 11 and 12 (10 hours) – 2<sup>nd</sup> shore component in New Zealand</b>	
<p>Mentored writing and storytelling workshops.</p>	<p><b>Paper final paper due</b></p> <p><b>SPICE Moth story/performance due.</b></p>