

THIS MUST BE THE PLACE: PLACE-BASED NARRATIVES AND COMMUNITY IDENTITY

URP 1002 SPRING 2026
Section 1002; Class Number 25622
Quest 1
Theme: How Stories Shape Us



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STUDENT HOURS: Thursdays 1:00p – 3:00p, or by appointment

CLASS MEETING TIMES AND LOCATION:

Tuesdays	Period 3	(9:35a – 10:25a)
Thursdays	Period 3-4	(9:35a – 11:30a)
Rinker Hall 220		

COURSE DESCRIPTION: Through a multidisciplinary framework of art, music, history, city planning, urban design, and storytelling, course seeks to address two fundamental questions: 1) How does place work to construct individual and collective identities? and, 2) How do collective identities, as expressed through place-based narratives, function to empower and unite communities?

PURPOSE OF COURSE: URP1002 is an introductory course for the Bachelor of Urban Sciences and Planning, as well as a Quest 1 course. ***The Essential Question:*** How does our connection to place, as expressed through place-based narratives, shape and strengthen our individual and community identities? Students will be exposed to different narrative methods of expression, such as oral histories, stories and storytelling, film, music, and art. Beginning with an examination of the theoretical and philosophical underpinnings of place attachment, cognitive architecture, and the sacrality of everyday spaces, students will explore how individual identities are shaped and transformed by time, place, and space. Then, the course builds to examine the spatial intersectionality of the individual and community. Finally, the course concludes with an investigation of how community identities are formed and expressed through narratives.

WHAT IS QUEST? UF Quest is a signature and transformational undergraduate core education program designed to engage students in interdisciplinary inquiry, civic responsibility, critical thinking, and real-world engagement. It is grounded in the college experiences that correlate to lifelong well-being and career success (faculty mentorship, long-term projects, applied learning, extracurricular connection, deep engagement, and experiential education). UF Quest nurtures the intellectual curiosity of UF

students and invites them to critically engage with the difficult questions and challenges they will face as thoughtful people navigating a complex and interconnected world.

WHAT IS QUEST 1? Unlike typical lower-division courses, Quest 1 extends beyond any one discipline. Quest 1 courses are not a survey of or an introduction to a field. Instead, they apply humanistic modes of inquiry to a topic or theme to explore essential questions about the human condition. Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? Students confront the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective people in a complex and ever-changing world. They apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas. Quest 1 courses address the history, key themes, principles, terminologies, theories, or methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition. Students learn to identify and analyze the distinctive elements of different arts and humanities disciplines, along with their biases and influences on essential questions about the human condition. These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives. Students reflect on the ways in which the arts and the humanities impact individuals, societies, and their own intellectual, personal, and professional development.

ABOUT THE QUEST 1 THEME: Stories, whether through literature, film, oral traditions, or digital media, shape the ways we see ourselves and the world. The ***Stories that Shape Us*** theme seeks to investigate how storytelling creates meaning, preserves culture, sparks change, and reflects individuals and communities across time and place.

REQUIRED TEXT: There is no required textbook for this course. All required readings for the course are posted to the class Canvas site or available through the UF Libraries Course Reserves.

USE OF UF G SUITE TOOLS: Throughout the semester, we will use various G Suite tools. For the use of G Suite tools, you will need to sign in to your UF Google account for access. To access G Suite tools, please visit <https://cloud.it.ufl.edu/collaboration-tools/g-suite/>. G Suite are provided through UF at no additional cost to the student.

COURSE GOALS AND/OR OBJECTIVES: The following table describes the student learning outcomes (SLOs) and the specific course goals of URP 1002. By the end of the course, students will be able to:

SLOs	URP 1002 Course Goals	Assessment Methods
<p>BUSP Content: Demonstrate a comprehensive understanding of the theoretical foundations, interdisciplinary tools, and practical applications in urban sciences and planning.</p> <p>Quest 1 Content: Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.</p>	<ul style="list-style-type: none"> Identify the ways in which individual and community identities are influenced by place and expressed through narrative. Identify, describe, and explain the methodologies used across humanities and urban planning disciplines to examine essential ideas about place and community. Identify, describe, and explain key ideas and questions about place, identity, and community. 	<ul style="list-style-type: none"> Exam #1, Exam #2 Final Analytical Paper
<p>BUSP Communication: Effectively communicate complex urban challenges, solutions, and strategies through written, oral, and visual formats tailored to diverse audiences.</p> <p>Quest 1 Communication: Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.</p>	<ul style="list-style-type: none"> Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, and experiential learning activities. Communicate well-supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections. 	<ul style="list-style-type: none"> Sacred Space Narrative Final Analytical Paper Reflections Experiential Learning Component Active Participation
<p>BUSP Critical Thinking: Apply critical reasoning to identify and assess equitable and innovative strategies that address social and environmental issues, considering diverse perspectives and the ethical implications of their decisions in both local and global contexts.</p> <p>Quest 1 Critical Thinking: Analyze and evaluate essential questions about the human condition, using established practices appropriate for the arts and humanities disciplines incorporated into the course.</p>	<ul style="list-style-type: none"> Analyze and evaluate specific accounts of human reaction to concepts that challenge our own notions of identity and place, using close reading, critical analysis, class discussion, and personal reflection. Analyze how people have conceived of place-based narratives throughout time and cultures. 	<ul style="list-style-type: none"> Final Analytical Paper Reflections Experiential Learning Component Active Participation

SLOs	URP 1002 Course Goals	Assessment Methods
Quest 1 Connection: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	<ul style="list-style-type: none"> Critically reflect on course content and connect with concepts of place, identity, and narrative in past, present, and future experiences in class discussion and written work. Connect course content with students' intellectual, personal, and professional lives at UF and beyond. 	<ul style="list-style-type: none"> Final Analytical Paper Experiential Learning Component Reflections

TEACHING PHILOSOPHY: Through new knowledge and new experiences, we can develop new ways of seeing. Students and instructors are co-producers of knowledge and together we can create new understanding.

EXPECTATIONS: Students can expect from me: enthusiasm for the course and the field of planning, engaging lectures, application of knowledge through classroom activities and fieldwork, organized and neat course materials, and availability to meet outside of class. I expect students to approach the course with enthusiasm and an open mind. I also expect students to come to class prepared to actively participate in our class discussions and activities. The University standard is for students to expect to study at least 3 hours for each credit hour. For example, URP 1002 is a 3-credit course. Therefore, you should expect to study 9 hours per week outside of class.

FIRST WEEK OF CLASSES: The first week of class during the drop/add period will consist of an introduction to the course. Please carefully read the syllabus and complete the Introductory Discussion Board Post. Include a picture from your favorite narrative (book, story, movie, show, song) in the Introductory Discussion Board Post to receive 10 points extra credit.

INSTRUCTIONAL METHODS: This course is based on lectures, discussion of assigned readings, viewing of multi-media materials, activities during and outside of class, and student research and writing outside of class. Class format will combine discussions, lectures, multi-media activities, practice-based activities, electronic communications, and assignments. We may also have guest lecturers. Students should take notes for lectures, guest speakers, and videos, as use of this material will be incorporated into class assignments. My lecture slides will be posted in the corresponding weekly modules on Canvas. My lecture slides are not a substitute for taking adequate notes.

You are expected to come to class on time, do the readings ahead of time, be prepared to discuss them, be an active listener, and participate regularly. Your participation will contribute to the learning of your fellow classmates. Sleeping, texting, being online without permission, or otherwise disengaged or disrespectful behavior will affect your class participation grade significantly. (See Class Participation Rubric)

If there are issues, ideas, or readings that you want to bring into the course, please share. You are encouraged to invest some of your time into finding relevant materials of interest and leading discussion on those new ideas.

COURSE COMMUNICATIONS:

Canvas: We will use Canvas, UF's e-learning system, as our online "homebase". It is your responsibility to check Canvas regularly for announcements related to the course. Readings, assignments, and changes to the syllabus will be posted on Canvas. You are also encouraged to download the Canvas App and allow notifications, so that you receive announcements and assignment due dates.

To login to Canvas you will need to provide your GatorLink User Name and Password. If you are new to Canvas or have any problems using Canvas, please contact the Help Desk at 392-HELP.

Email: I will answer your email as quickly as possible but please allow up to 24 hours for a reply during the week, and 48 hours for a reply on weekends. Proper email etiquette is expected. Professional, courteous standards for all emails and discussions includes:

- Descriptive subject line
- Address the reader using proper title and name spelling (Dr. Dedenbach or Dr. D)
- Body of the email should be concise but have sufficient detail
- Give a respectful salutation (e.g., thank you, sincerely, respectfully)
- Minimize textspeak (e.g., OMG, WTH, IMO)

Netiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the [UF Netiquette Guide for Online Course](#).

COURSE POLICIES

PERSONAL CONDUCT POLICY: Above all else, the classroom is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect and politeness. Please be on time and prepared to share your informed questions, impressions, and interpretations of that day's reading materials. If you need to leave class early, please let me know ahead of time. We will take a break in the middle of the two-hour block. Students engaging in disruptive behavior, including using their electronic devices for any non-class uses, will be asked to leave the class and will be marked absent for the day. Cell phones must be silenced and stowed away. Unless instructed to do otherwise, you should refrain from using your laptop during class. We will have in-class assignments where you will use your laptop, and I will clearly notify you of these opportunities. If you need to take notes of the lectures, please bring pen/pencil and paper to class.

AI POLICY: The learning that takes place in this course requires your unique perspective and human experience. Use of AI would make it harder to evaluate your work. It is not permitted to use any generative AI tools in this course, and the use of AI will be treated as an academic integrity issue.

ATTENDANCE POLICY: **Attendance is mandatory and is part of your class grade.** Attendance will be taken at the beginning of every class. After class, attendance will be entered into Canvas.

Absences: There are two types of absences – excused and unexcused. Excused absences and inability to engage in class are those described in the [Undergraduate Catalog](#). Please inform me of your absence as soon as possible and be prepared to provide appropriate documentation. Examples of unexcused absences include, but are not limited to, forgetting to do an assignment, being too busy with other coursework, or going on a family vacation during regularly scheduled class days on the UF calendar. In either case, you are responsible for contacting a classmate to obtain notes on the materials covered.

Tardiness: Consistent tardiness (or leaving early) will affect your attendance and class participation evaluation dramatically. When you arrive more than 10 minutes late without explanation or leave early without prior approval, I consider that an unexcused absence.

ASSIGNMENT POLICY: Assignment due dates are posted on Canvas at the beginning of the semester. **ALL ASSIGNMENTS ARE DUE BY THE POSTED DUE DATES IN CANVAS.** Assignments must be submitted by posting on Canvas. **A points reduction of 10% per day will be assessed for late work. It is your responsibility to ensure that your assignments have been successfully uploaded to Canvas.** See the Note on Computer or Canvas Problems below.

Notice: Certain activities require attendance at events that occur outside of our normal class meeting time. **Review the schedule carefully.** If you have valid reasons for being unable to attend these activities (e.g., team practice schedule, work, another class), then it is your responsibility to inform me of the conflict at the beginning of the semester or as soon as you know of the conflict. Accommodations for alternate assignments may only be made in advance of an assignment.

MAKE-UP/ASSIGNMENT EXTENSION POLICY: Students that miss deadlines for acceptable reasons pursuant to UF Academic Policy will be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities. Scheduling make-up work is the responsibility of the student.

COMPUTER OR CANVAS PROBLEMS POLICY: If you have computer or Canvas problems that prevent you from submitting an assignment, you may receive an extension if you follow these steps:

- Immediately contact the Help Desk (392-HELP (4357) or helpdesk@ufl.edu) to report the problem and receive a ticket to document the problem. I can only extend the submittal deadline if you have contacted the Help Desk ahead of the assignment deadline and received a ticket. The Help Desk is available by phone and email 24 hours a day, 7 days a week.
- After contacting the HelpDesk and receiving a ticket, contact me, prior to the assignment due time, and let me know there is a problem.
- [Canvas Quickstart Guide for Students](#)
- If you try to submit too close to the assignment deadline and/or try to submit an assignment via your phone, it is your responsibility to ensure that the assignment was submitted.

- If Canvas or the UF Network is experiencing an outage that prevents you from submitting an assignment on time, I will receive a notice from UF IT about the outage. The assignment deadline will be revised accordingly, if needed. Students will not be penalized for system or network outages.

UF ACADEMIC POLICIES & RESOURCES

Please access the following link for up-to-date UF academic policies and resources:

<https://go.ufl.edu/syllabuspolices>

MATERIALS AND SUPPLIES FEE: None

GRADING

Grades will be based on evidence that students have completed assigned reading, completed all assignments, and completed class activities throughout the semester. All completed tasks will be evaluated based on content, critical thinking, and communication. Details of each assignment, including rubrics, are posted on the Canvas site.

An **“A” grade** requires following the instructions completely, demonstrating a solid understanding of the course topics, active participation in the course, organized and sufficient writing and presentation, and timely submittals.

A **“B” grade** is basically sound, but there is a minor deficiency in one of the above areas.

A **“C” grade** or lower has significant deficiencies in one or more of the above areas.

Information on current UF grading policies may be found at: [Grades and Grading Policies](#)

URP 1002 GRADING SCALE: All grades will be posted directly into the Canvas gradebook. Any discrepancies with grades displayed in the gradebook should be pointed out to me. There is no curve for this course, and grades will not be rounded up. A minimum grade of C is required for [Quest](#) credit. Courses intended to satisfy Quest requirements cannot be taken S-U.

Points	Grade
94 – 100%	A
90 – 93.9%	A-
87 – 89.9%	B+
84 – 86.9%	B
80 – 83.9%	B-
77 – 79.9%	C+
74 – 76.9%	C
70 – 73.9%	C-
67 – 69.9%	D+
64 – 66.9%	D
60 – 63.9%	D-
Below 60%	E

The following table outlines the course assignments.

Assignments	% of Total Grade
Sacred Space Narrative	10%
Exam #1	10%
Exam #2	10%
Experiential Learning Component: Harn Museum	10%
Final Analytical Paper	30%
Introduction DBP & Course Reflections (3)	5%
Attendance & Active Participation	20%
Total	100%

DESCRIPTION OF GRADED WORK

SACRED SPACE NARRATIVE: Sacred Space Narrative requires students to prepare a graphic and written narrative associating a special place with the development of their identity. (Quest 1 Self-Reflection Component)

EXAM #1 AND #2: The Exams use course material in timed, written examinations consisting of multiple choice, short answer, term identification, and other content-driven questions.

EXPERIENTIAL LEARNING COMPONENT: Students will visit the Harn Museum of Art to view the *Florida in the Frame: A Century of Artists' Reflections on the Sunshine State* exhibition. From the Harn: "The exhibition explores Florida's art, history, and culture through roughly 125 paintings, watercolors, drawings, prints, and photographs drawn from The Florida Art Collection, Gift of Samuel H. and Roberta T. Vickers. *Florida in the Frame* will survey a century of artists' renderings of Florida and will investigate how these diverse images evoke and respond to the state's natural resources, its history, and the popular culture of its recent past. The selected paintings, watercolors, drawings, prints, and photographs will be organized along three broad themes: "Visualizing Florida," "Expanding Cities," and "Popular Destinations." Students will complete a short, written reflection related to the visit.

FINAL ANALYTICAL PAPER: As your final assignment, you will submit a minimum 1,000-word analytical essay addressing a prompt provided to you by Week 6. You will develop an analytic argument based on your own thesis responding to the prompt, incorporating at least four course readings. The paper must be submitted by the due date. See Canvas for more details. The instructor will evaluate and provide feedback on the student's final paper with respect to grammar, punctuation, clarity, coherence, and organization. You may want to access UF's

[Writing Studio](#) for writing support and tutoring. We will use APA Formatting and Style Guide (7th Edition), which can be accessed through the [Perdue Online Writing Lab](#). See Final Analytical Paper Rubric on syllabus below.

ATTENDANCE AND ACTIVE PARTICIPATION: Attendance will be taken at the beginning of each discussion class and recorded in the Canvas gradebook. Please refer to the attendance policy above for more information about excused absences. A participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.

- **Preparation:** You are expected to come prepared for each class by completing all assigned readings/videos. To help you prepare for discussion, consider the weekly framing questions.
- **Contribution to class discussion:** You also expected to share your ideas (and questions!) during class discussions. Consistent, thoughtful and informed contributions will be rewarded.
- **‘Participation days’:** There will also be a few days (2-3) when you are asked to do very specific preparation + participation. For example: You will be asked to review a selected text, highlight specific features & share your findings in class. You will also be asked to give thoughtful feedback to 1-2 peers when they present their work in class.
- **Collegiality:** Basic classroom courtesy and collegiality are expected. Please give others your full attention and be respectful of their opinions (polite disagreement is fine but no insults). Cell phones must be silenced and stowed away. Unless instructed to do otherwise, you should refrain from using your laptop during class. We will have in-class assignments where you will use your laptop, and I will clearly notify you of these opportunities.

RUBRICS

Active Participation Rubric

4 (++)	3 (+)	Average 2 (✓)	Poor 1 (-)	None 0 (-)
Thoughtful, imaginative, insightful contributions. Shows excellent understanding of assigned material. Comments closely engage course discussion topic.	Solid, valid contributions. Shows a good understanding of assigned material. Comments engage course discussion topic.	Participation is brief or perfunctory. Attempts to engage topic but some comments misplaced. Shows some understanding of assigned material.	Student participated only minimally. Comments show little understanding of assigned material. Comments are highly vague or off- topic. Student was distracted or inattentive.	Did not attend or did not contribute. OR Contributions and comments have no connection to assigned texts or analytical tools. Behavior is disruptive or disrespectful.

Analytical Essay Rubric

UF Quest Outcomes	Criteria	A-Range	B-Range	C-Range	D-Range
Content	Content Appropriately and substantially addresses the writing prompt with evidence from course materials.	Thoroughly addresses all key concepts appropriate for the writing prompt. Information is accurate and supported by ample, appropriate, high-quality evidence from course materials.	Addresses key concepts appropriate for the writing prompt. Information is accurate and sufficiently supported by appropriate evidence from course materials.	Does not fully address key concepts or is missing a key concept appropriate for the writing prompt. Some information is missing, and/or not adequately supported by appropriate evidence from course materials.	Does not adequately address key concepts appropriate for the writing prompt. Frequently information is missing and/or not adequately supported by appropriate evidence from course materials.
Critical Thinking	Critical Thinking Analyzes and evaluates issues, evidence, and diverse sources to form a conclusion (judgment or new idea)	Conclusions are insightful or provide a unique viewpoint. Evidence provides rationale for the conclusion and is comprehensive (covers diverse viewpoints and includes a powerful evaluation of context, perspectives of self and sources, and limitations).	Conclusions are logical and address all important ideas. Evidence provides rationale for the conclusion, covers multiple viewpoints, and includes an evaluation of context, perspectives of self and sources, and limitations.	Conclusions are logical and address the most important ideas. Lacks incorporation of a key perspective or adequate evaluation thereof.	Conclusions may be logical but not necessarily focused on primary ideas. Lacks incorporation of some key perspectives or adequate evaluation thereof.
Communication	Clarity and Organization Logically, clearly, and cohesively presents a central argument and ideas, including all needed components (Introduction with thesis statement, focused body paragraphs with topic sentence, evidence, analysis, connection, and a conclusion)	Integrates all necessary components to create a compelling work that is logical, cohesive, clear, and focused.	Integrates all necessary components to create a logical, cohesive, and clear flow of ideas.	The paper may include all necessary components, but they are not fully developed or presented logically, diminishing clarity and cohesion of some ideas.	Ideas are not presented separately, lack a logical flow, or are sometimes ambiguous or non-specific. The assigned style is not addressed or so inconsistent that it impedes the reader.
Communication	Expression Expression and style represent the student's voice, demonstrate respectful discourse, and are appropriate for the context of the work. Evidence is appropriately cited.	Expression and style choices powerfully convey the writer's intentions. Discourse	Expression and style choices convey the writer's intentions clearly.	Expression and style choices do not fully convey the writer's intentions. Discourse	Expression and style choices impede the writer's intentions and do not

UF Quest Outcomes	Criteria	A-Range	B-Range	C-Range	D-Range
		illustrates the appropriate writing style while showcasing the student's voice and demonstrating respectful discourse in an engaging way.	Discourse illustrates the appropriate style while reflecting the student's voice and demonstrating respectful discourse.	inconsistently illustrates appropriate style while reflecting the student's voice and demonstrating respectful discourse.	demonstrate respectful discourse and the context of the work.
Connection	Reflection Connects the learning experience to the student's intellectual, personal, and professional development at UF and beyond	A thoughtful, profound, and insightful connection of the learning experience to previous learning and the student's intellectual, personal, and professional growth.	A basic connection to the student's learning experience to previous learning and the student's intellectual, personal, and professional growth.	A partial and incomplete connection to the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	Provide a superficial connection to the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.

Reflections Rubric

UF Quest Outcomes	Criteria	A-Range	B-Range	C-Range	D-Range
Content	Content Describes and explains the learning experience.	A detailed and thorough description and explanation of the learning experience.	A basic explanation of the learning experience.	A partial explanation of the learning experience.	An inconsistent or contradictory description of the learning experience.
Critical Thinking	Critical Thinking Analyzes, evaluates, and synthesizes the learning experience to advance personal understanding.	An insightful and perceptive analysis of the learning experience and its value to the student's personal and professional growth.	A basic analysis of the learning experience and its value to the student's personal and professional growth.	A minimal or indifferent analysis of the learning experience and its value to the student's personal and professional growth.	A superficial and/or disengaged analysis of the learning experience and its value to the student's personal and professional growth.
Communication	Communication Clearly and respectfully conveys the meaning and relevance of the learning experience.	A clear, compelling, respectful, and effective communication of the meaning of the experience in a manner that intentionally conveys the significance and relevance of the experience.	A respectful and effective communication about the experience in a manner that conveys the general significance and relevance.	A basic communication of the meaning of the experience in a manner that minimally conveys the significance and relevance of the experience.	A disorganized communication of the meaning of the experience in a manner that conveys unclearly or misrepresents the significance and relevance of the experience.

UF Quest Outcomes	Criteria	A-Range	B-Range	C-Range	D-Range
Connection	Reflection Connects the course learning experiences to life and personal relevance and meaning making.	A thoughtful, profound, and insightful connection of the student's course learning experiences to personal and life relevance and meaning making.	A basic connection of the student's course learning experiences to personal and life relevance and meaning making.	A partial and incomplete connection of the student's course learning experiences to personal and life relevance and meaning making.	Provides a superficial connection of the student's course learning experiences to personal and life relevance and meaning making.

COURSE SCHEDULE

Readings and Assignments are posted to the Canvas site.

Weeks	Module	Framing Questions
Week One	Course Introduction	What is narrative? What is place? What is community?
Part 1: Individual Identities and Place Students will engage in a personal examination of place as a component of their “self” story.		
Week 2	Formation of Identity	Who are you? How has place influenced who you are and who you wish to become?
Week 3	Narrative and Identity	How do we create narratives? What is the connection between narrative and identity? How does narrative help us to construct an identity?
Week 4	Rootedness and Place Attachment	What creates and sustains the emotional connection to place? What does it mean to be rooted in a place, or attached to a place?
Week 5	This Must Be the Place	What is home? Who is home? Assignment: Sacred Space Narrative
Week 6	Part 1 Exam	Part 1 Review Assignment: In-class Exam #1 Assignment: Part 1 Reflection Analytical Essay Prompt revealed
Part 2: Individual Identities in Community Students will engage in a collective examination of how self-stories move us towards empathy, belonging, and the creation of community.		
Week 7	Who is “Us”?	How do narratives tell us who we are? What can we learn from reading a diverse range of narratives?
Week 8	Making Sense of the World	Why does our psyche embrace some narratives and not others?
Week 9	How to “Read” the City	How do people perceive places? What are the elements of a good place? Assignment: Harn Reflection Due

Weeks	Module	Framing Questions
Week 10	Spring Break	No classes this week.
Week 11	Belonging	How does narrative challenge or affirm our existence?
Week 12	Part 2 Exam	Part 2 Review Assignment: In-class Exam #2 Assignment: Part 2 Reflection
Part 3: The Formation and Expression of Community Identity Students will evaluate and analyze narratives that unite and empower community.		
Week 13	Place and Memory	What is the role of place in collective memory? Why do narratives have such a powerful role in past and present society?
Week 14	Counternarratives	How can entrenched narratives be rewritten for unity and empowerment?
Week 15	The Community Narrative	How can understanding community narrative equip us for challenges in our own lives and in our own communities? Last Class: April 21 st
Week 16	Finals Week	Analytical Essay Due April 27 th

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Notice: Class assignments require attendance at events that occur outside of our normal class meeting time. Review the schedule carefully. If you have valid reasons for being unable to attend these activities (e.g., team practice schedule, work, another class), then it is your responsibility to inform me of the conflict at the beginning of the semester or as soon as you know of the conflict. Accommodations for alternate assignments may only be made in advance of an assignment.