

ENR 4960: Field Studies—Experience of Place

DRAFT Syllabus & Course Plan Summer 2025

Dates

Summer 2025 | Online July 7-25 | Field Course in Scotland July 28-August 10
Required concurrent enrollment with THEA 3000

Location

WyoCourses | Required Field Experience in Scotland

Instructor

Maggie Bourque, M.S. | Senior Lecturer

Haub School of Environment and Natural Resources

Office Hours: Tuesdays 9-11 AM (MST) or by appointment. To attend office hours, join:

<https://uwyo.zoom.us/j/3072232072>

Contact: maggie@uwyo.edu; 307-223-2072 (voice/text)

This syllabus and all other course information is subject to change, and is always available on WyoCourses.

Course Description

Have you ever wondered what makes a place special, and how you can more deeply understand complex layers of our landscapes? This course will cover the theory, practice, and experience of place by exploring and responding to specific landscapes of many types (cultural and ecological), engaging with texts from expansive fields of study, building reflective practice, and practicing the skills or tools of deep looking and landscape reading to understand, complicate, and interact with the power of place.

We'll explore ideas coming from scholars, artists, journalists, and local experts in environmental studies, anthropology, geography, literature, ecology, architecture, philosophy, cultural studies, theatre, art, and more as we answer big questions: What does it mean to experience a place? How do we read a landscape? How do places inform our humanity and how does our humanity shape places?

Beginning online, we'll explore some foundational concepts and practices of place, using various landscapes as our fields of inquiry. Then we'll have 2 weeks of field-based learning in Edinburgh, Scotland, with a focus on experiencing place during the International and Fringe festivals, exploring the ecological, cultural, artistic, relational, and historical landscapes on the ground. Class will culminate in sharing individualized creative, public-facing, and/or scholarly projects.

Required Texts

Textbooks are available at the UW bookstore as well as through independent booksellers.

1. Cresswell, Tim. (2014). Place: an introduction (2nd edition). [Wiley](#). ISBN: 978-0-470-65562-7. Option for e-book access via [UW Libraries](#) – be sure to account for offline access during the field week.

2. Malpas, Jeff. (2018). Place and Experience: a philosophical topography (2nd edition). [Routledge](#). ISBN: 9781138291430. I'll have the one print copy from UW Libraries available for reference use May 16-20.

Additionally, I'll provide a range of other, wide-ranging pieces (podcasts, articles/essays, short videos, excerpted chapters, etc.) that will be available via the WyoCourses site or provided in hard copy during our time on the ground in Scotland.

LEARNING OUTCOMES & DRIVING QUESTIONS

Students will...

1. Articulate multiple definitions of place and describe nuanced aspects of place identity and social-ecological systems that both include and transcend the individual experience.
2. Challenge underlying assumptions of place values and assemble fuller representations of place, including contesting settler-colonial narratives and exploring histories of erasure alongside imagined futures.
3. Amass a portfolio of written, visual, and/or multimedia responses to landscapes and texts, which will demonstrate connective, critical, and creative thinking.
4. Create—using arts-based research and interdisciplinary academic strategies—a curated final slide deck, presented as a creative portfolio. Process-based products will include ideation, workshoping, and video presentation.

The course will be structured around these 4 driving questions:

1. What is place identity?
2. How do we read a landscape?
3. How is place co-created?
4. How can we meaningfully and richly capture, document, and represent the *experience* of a place?

COURSE POLICIES

Prerequisites

Junior standing preferred; successful course application and approval of instructor.

Corequisites

Students must concurrently enroll in THEA 3000. Professor Scott Tedmon-Jones and I are collaborating on both courses and will co-lead the Scotland field experience.

Format & Participation:

Beginning with 3 weeks of asynchronous coursework online, we will meet for 2 weeks on the ground in Scotland during the height of Edinburgh festival season, with a final submission due 14 days after the end of the field experience. During the study abroad experience, you will participate in a variety of learning opportunities, including seminar-style classroom discussions, guided group tours, performances, guest lectures, interaction with archival and visual representations of place, individual explorations, observational sessions, and other activities.

Course Cost & Fees

- UW tuition and fees, textbook purchase (as usual for any class)
- Scotland Study Abroad Fee (est. \$3,500-4,000. Scholarships available): Includes in-country transportation, accommodations, performance tickets, excursions/entrance fees, and some meals.
- Airfare and meals in-country July 28-August 11
- Required UW study abroad fee (\$325)

Grading Policies & Distribution

Grading will be on a straight scale, with no plus/minus grading.

A: 100-90%, B: 89.9-80%, C: 79.9-70%, D: 69.9-60%, F: < 60%

There will be no Early Alert or Midterm Grade for this course. Scores for assignments will be entered in WyoCourses as possible; during the field experience, assessment may be completed offline, and may be shared in hard copy. Final grades will appear on your transcript as a Summer 2025 course, and will be visible to you in WyoCourses at the culmination of the course, and in WyoRecords after the end of the summer session (after August 15, 2025).

Attendance

To satisfactorily participate in this intensive, experiential course, you must attend all field activities/course sessions, and regularly engage in the asynchronous coursework alike; I define "attendance" as *active contribution and thoughtful listening*. If you have extenuating circumstances that will impact your participation and attendance, please communicate with me early and often. Note that authorized absences, as defined in [University Regulation 2-108](#), Student Absence Policy, must be formally communicated through the [Dean of Students Office](#). Because of the nature of the class, we cannot accommodate additional absences; as always, please communicate with me if unexpected circumstances arise.

Late Work

Because of the accelerated, intensive, and often-individualized nature of the course and assignments, late work will not be accepted. If you submit work after a deadline, my grading policy assigns a 10% point reduction for each additional 24-hour period that passes after the deadline; with the accelerated pace of this class, I will generally not accept work submitted more than 3 days late, and I highly encourage proactive, consistent communication regarding your circumstances that may impact deadlines.

ASSIGNMENTS

Detailed assignment descriptions will be provided in WyoCourses and/or in writing.

Assignment	Dates	Brief Description (more details in WyoCourses)	% of Grade
Field Journal Entries	July 11	A range of responsive, varied prompts, including observation-based, mapping, drawing, text responses, reflection activities & writing exercises.	25%
Photo Essays	July 25 Aug 2 Aug 8	Photo essays on a chosen landscape; submit 3 total	15%
Text Response Discussions	July 7-25	<p>Once during the online portion of the class, each student will find 1 place-related text* of their choice to share, provide a prompt for discussion, and engage fellow students in online discussion.</p> <p>Each week during the online portion of the class, all students will <i>read</i> the texts provided and respond to each of their fellow students' posts at least once, providing new insights, making connections to their work or other texts, and engaging in productive dialogue.</p> <p><i>*“texts” are broadly defined as written, audio, visual, or other multimedia materials</i></p>	10%
Curated Portfolio	Outline: July 18 Final: Aug 25	A shared assignment between THEA 3000 and ENR 4960: Final slide deck and video submitted (includes self-evaluation using individualized rubric)	30%
Overall Participation & Course Reflection	Aug 25	Field-based, experiential courses with online components require engaged participation throughout a variety of contexts. Your sustained, productive, and respectful participation overall is worth up to 10% of your final grade; the course reflection is worth an additional 10%.	20%

Writing Guidelines

Throughout your college experience, developing written, oral, and digital communication skills are key in order to analyze and share complex ideas. Writing assignments in this course will require you to utilize diverse source materials and to cite these appropriately. Writing is a process, and each context we write within has different style, tone, and structural expectations. All assignments will be evaluated primarily on content and conceptual development, with the understanding that inattention to writing mechanics (grammar, punctuation, spelling, etc.), organization, and style (clarity, flow, etc.) can impair even the soundest of ideas.

While we will engage in a wide range of written, oral, and digital communication formats in this class, formal papers should be double-spaced and follow these formatting guidelines: 1" margins on all sides; 12 point, standard and legible font; when appropriate, subheadings to organize content; and page numbers. References/sources should be cited using an accepted format (APA, MLA, Chicago, etc.) consistently throughout any written work (in the text) as well as in a references, bibliography, or works cited page.

The University Writing Center is an invaluable resource: the strongest writers grow under the influence of fresh eyes, and expert support. Located in Coe Library, the Writing Center supports writers at any stage of the writing process. With a focus on teaching and learning, the Writing Center is not a "fix-it" shop; instead they help writers identify, articulate, and implement solutions for their writing-related needs. [Schedule an appointment online here.](#)

Academic Honesty

Scholarly writing is a necessity in a university setting. It consists of artistically, accurately, and thoroughly combining your own ideas with those of other scholars, and attributing the ideas to your sources properly. When using others' ideas, you must either paraphrase the idea and cite the source, or put the exact words into quotation marks and use quotation marks and cite the source.

Students must uphold the academic integrity standards established by the University of Wyoming. Academic integrity is described as doing and taking responsibility for one's own work. This includes individual assignments and the assumption of responsibility for work that is turned in as the "work product" of a team.

The University of Wyoming's definition of academic dishonesty is referenced in the Student Code of Conduct: "An act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting the misrepresentation." These acts include, but are not limited to: "Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source." See [University of Wyoming Regulation 2-114](#). Academic dishonesty will result in failure in the assignment, course, or possibly in your degree program. We will report plagiarism to the Dean of Students.

Should you have any questions about paraphrasing, the definition of plagiarism, or how to cite sources appropriately, please speak with me. I highly recommend plagiarism.org – it is a terrific resource and provides the opportunity to submit your paper to check for plagiarism. Additionally, [this infographic](#) is a helpful first step if you don't know where to begin. I also encourage you to communicate with me early and often about questions you might have regarding plagiarism, academic honesty, attribution, representation, and other important issues.

Artificial Intelligence (LLMs such as ChatGPT/GPT4/OtterAI/CoPilot/Gemini, etc.):

You may have used ChatGPT or similar generative AI programs in a number of contexts. Using AI to generate content that you represent as solely of your own creation easily falls within the plagiarism guidelines described above. You may *not* submit work generated by an AI program as your own. If you include material *in any way* generated with or from an AI program, it should be cited like any other reference material (with consideration for the quality of the reference, which may be poor).

Less clear-cut, though, is the use of generative AI to help you ideate, clarify, organize, and brainstorm. I encourage you to use tools intentionally, appropriately, and ethically; I highly discourage using AI as a replacement or shortcut for your own thinking and learning processes (which decades of writing studies, education, and neuroscience research clearly demonstrates is mitigated and facilitated through the use of language, particularly writing).

Another important note: the material generated by AI may be inaccurate, incomplete, heavily biased, hallucinatory, and otherwise problematic. Beware that use may also interfere with independent thinking and creativity; uncritical use of AI is likely counterproductive to developing your own unique viewpoints, understandings, and voice.

Respect and Classroom Culture

In the classroom, in the field, as well as online and in individual meetings, I expect you to communicate with your peers and with me respectfully, professionally, and collegially. As a reminder, the Student Code of Conduct (<http://www.uwyo.edu/dos/judicial>) applies at all time.

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

Student Support

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO: Room 109 in Knight Hall | 766-6189 TTY: 766-3073.

I encourage an environment of open communication and trust; beyond course-specific conversations, I am here to support you as a whole person and holistic learner. Additionally, if you share issues you may be struggling with or concerns you may be having, please be aware that I have expectations and duties to report that are part of my job requirements at UW. For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as possible, and I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200,

report-it@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

If you are struggling with an issue that may be traumatic or causing extreme stress and you feel comfortable doing so, please communicate with me so I can help connect you with support resources on our campus, including the Dean of Students Office and Counseling Center. If you would like to reach out directly to them for assistance, you can contact them:

www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I am obligated to share that interaction with the Haub School and Dean of Students—even when you and I may have reached an informal resolution to the incident—so as to keep the Dean apprised of patterns of behavior and what actions have been taken to resolve them.

DRAFT SCHEDULE

Subject to change

WEEK 1 – July 7-11 – *online*

Texts & Content	Activities & Assignments
Place: an introduction	Field Journal Entries (3) <ul style="list-style-type: none">- Home place (ecology)- Home place (culture)- Home place (relationships)
Video Lecture: Landscape reading as method and practice	
Student-identified texts (audio, visual, or multimedia)	Text Response Discussion #1

WEEK 2 – July 14-18 – *online*

Texts & Content	Activities & Assignments
Place: a philosophical topography	Field Journal Entries (3) <ul style="list-style-type: none">- Research for place discussion in Scotland- Home place- Creative reflection
Video Lecture: Landscape reading and arts-based research	
Student-identified texts (audio, visual, or multimedia)	Text Response Discussion #2

WEEK 3 – July 21-25 – *online*

Texts & Content	Activities & Assignments
Place: a philosophical topography	Field Journal Entries (3) <ul style="list-style-type: none">- Research for place discussion in Scotland- Home place- Theory and practice
Video Lecture: Complicating narratives of place	
Student-identified texts (audio, visual, or multimedia)	Text Response Discussion #3

WEEK 4 – July 28-August 3 – *Scotland*

Locations (itinerary TBD)	Activities & Assignments
Abbotsford	Field Journal Entries (3)
Edinburgh	Photo Essay (1)
	Place Discussion: Leaders 1-7

WEEK 5 – August 4-10 – *Scotland*

Locations (itinerary TBD)	Activities & Assignments
Edinburgh	Field Journal Entries (3)
	Photo Essay (1)
	Place Discussion: Leaders 8-12

Final portfolio and course reflection due to WyoCourses by 11:59pm MST, August 25, 2025.