

# V.O.C.A.L.



## *Voices of Culture and Landscape*

Kyle Williams; Melissa Pico; Heather Kowalewski;  
Kari Schoenberg; Sarah Weber; David Kangiser

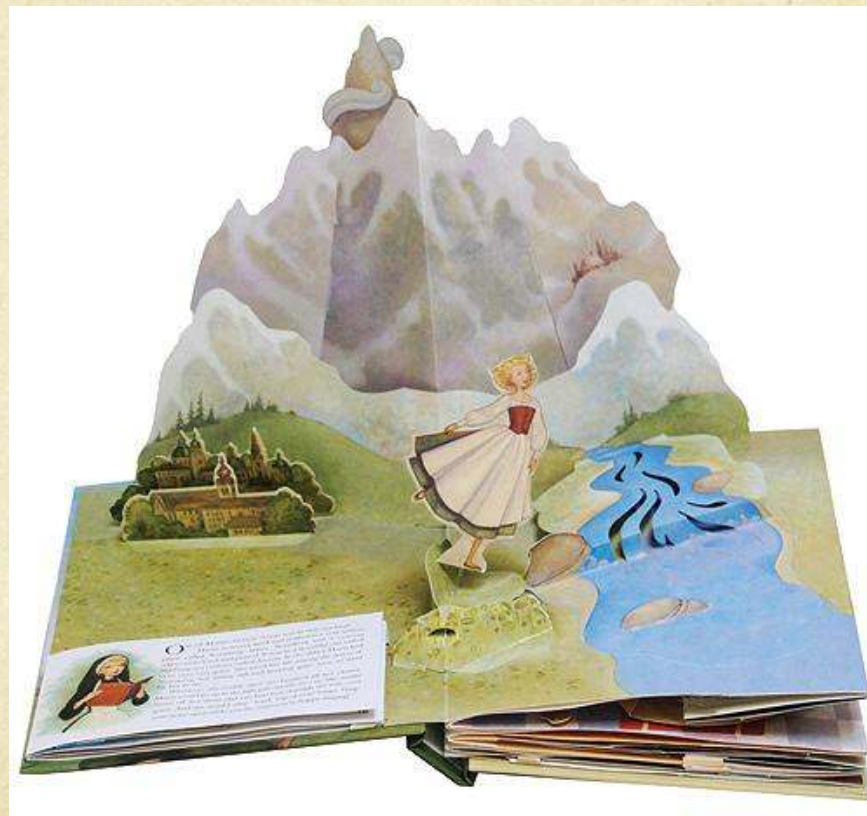
# How...

- ...can we further investigate the relationship between land & cultural groups?
- ...is the relationship between land & cultural groups expressed?
- ...does the relationship between land & cultural groups change over time?

# Key Words

- Cultural Landscapes
- Sense of Place
- Cultural Perceptions

# To Have Other Eyes: An Ecocriticism of Sense of Place in Literature



By: Kyle Williams

# Outline:

1. Defined Sense of Place
2. Examine the Value of Sense of Place in Literature
3. Application of Value:
  - Knowing Nature
  - Understanding Other Cultures

# Sense of Place:

- Origin and Brief Definition
- Measurement
- Contact and Creation



# Sense of Place in Literature

- Interdependence of Nature and Literature
- Experience Different than Physical Contact
- Necessity of History
- Construction: Interdependence of Exterior and Interior
- Nature and Culture inform Literature
- Literature informs Nature and Culture

# Knowing: Relationship to Nature

- Inhabitants vs. Residents
- Vast Complexities Inspire Reverence





# Understanding: Cultural Relationships

- Ecocriticism
  - Liberation of “the other”
- Unique Sense of Place
- Bridging Cultures



# Conclusion: Responsibility.

“We live this mean life that we do because our vision does not penetrate the surface of things” -Henry D. Thoreau

“The only true voyage of discovery is not to go to new places but to **have other eyes**” -Marcel Proust

- Knowing: Relationship to Nature
  - Protect Our Environment
- Understanding: Cultural Relationships
  - Live Harmoniously

# Questions?

- “A good question is never answered. It is not a bolt to be tightened into place, but a seed to be planted and to bear more seeds toward the hope of greening the landscape of idea.”

-John Ciardi



# Perceptions, Values, & Love of Place:

Sense of Place Conveyed Through Movie Media

Melissa Pico

# Questions

- How the character's connection to place shifts throughout the movie
- How the character's sense of self changes in relation to their external environment & evolving SOP
- How a sense of place is depicted in each movie (ie: physical environment, culture, people, language, etc)

# Sense of Place in Film

Movie	Main character	Year Released	Places	Comments
Thunderheart	Ray Levoi	1992	Lakota/Oglala Reservation in the Badlands of South Dakota	Fictional, but inspired by events that happened on IRs around the US in the 1970's
Seven Years in Tibet	Heinrich Harrer	1997	Lhasa, Tibet; Himalayas	Based on true experience of Harrer
The Snow Walker	Charlie Halliday	2003	Canadian Tundra, mainly Rankin Inlet in Nunavut & Churchill on the Hudson Bay	Fictional, based on short story written by Canadian author Farley Mowat
Motorcycle Diaries	Ernesto Guevara	2004	Buenos Aires, Argentina; Chile; Peru; Venezuela	Based on autobio of Che Guevara

# Conclusions:

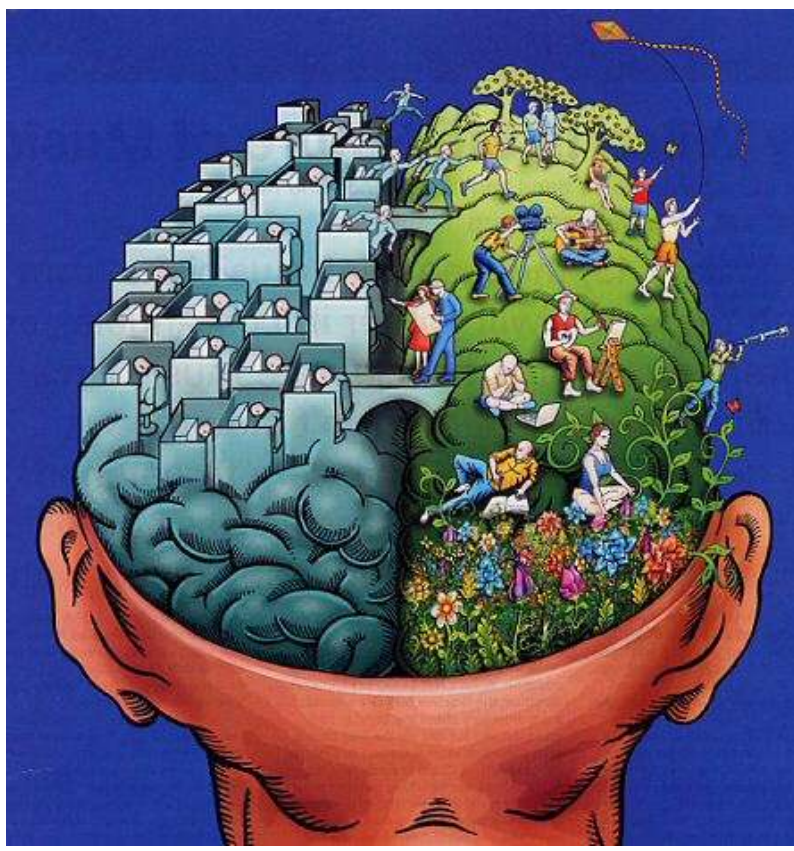
So, what do movies have to do with real life?

- A place\* has the opportunity to become transformative when we “walk the path”
  - Example from Hopi tribe member
- Applications to real world and PNW
  - Every experience, big or small, plays a part in our sense of place and connection to place

\*By place, I mean a place greatly dominated by natural landscape

# Utilizing Sense of Place: Practical Applications for a Complex Concept

By: Heather Kowalewski



<http://whoschrishughes.com/wp-content/uploads/2010/11/left-brain-right-brain.jpg>



# Motivation

***“Of all the memberships we identify ourselves by the one thing that is most forgotten, and that has the greatest potential for healing, is place. We must learn to know, love, and join our place even more than we love our own ideas.”*** - Gary Snyder ([www.nwei.org](http://www.nwei.org))

# Introduction

- Assessed:
  - Measurement Methods
  - Application of Measurements
- Thesis:
  - SOP can be measured (to a point);
  - Measurements useful in creating place-based systems;
  - Place-based systems encourage environmentally-conscious behavior by influencing SOP

STUDY	METHODS	DATA ANALYSIS	RESULTS
<i>Measuring Sense of Place: Methodological Aspects</i>	<p><b>Questionnaire:</b></p> <ul style="list-style-type: none"> <li>• 3 Questions</li> <li>• Scaled Answers</li> <li>• 299 Adult Residents</li> </ul>	<ul style="list-style-type: none"> <li>• Israeli-born vs. immigrants</li> <li>• Different spatial levels of SOP</li> <li>• Socioeconomic correlations</li> </ul>	<ul style="list-style-type: none"> <li>• Overall positive feelings towards place</li> <li>• Similarities between groups greater than differences</li> <li>• SOP increases with length of residency</li> </ul>
<i>Measuring Sense of Place: A Scale for Michigan</i>	<p><b>Questionnaire:</b></p> <ul style="list-style-type: none"> <li>• 12 Questions</li> <li>• Scaled Answers</li> <li>• SOP Sub-scales</li> <li>• &gt; 650 Adult Residents</li> </ul>	<ul style="list-style-type: none"> <li>• Determine role state &amp; Great Lakes play in self-identity</li> <li>• Socioeconomic correlations</li> </ul>	<ul style="list-style-type: none"> <li>• 80 % possess SOP towards state</li> <li>• 87% included MI in self identity</li> <li>• SOP can be used in creating effective policies</li> </ul>
<i>The Environmental Self and a Sense of Place: Communication Foundations for Regional Ecosystem Management</i>	<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Qualitative Analysis</li> <li>• Activities Survey</li> <li>• 43 Interviews (age 17-71)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify individuals' SOP discourse elements</li> <li>• Relationship among SOP, residency time, &amp; activity preference</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution of SOP themes: <ul style="list-style-type: none"> <li>• 21% natural</li> <li>• 49% social</li> <li>• 30% combination</li> </ul> </li> <li>• Longer residency = SOP more reliant on social constructs</li> <li>• Activity preference related to how one describes SOP</li> </ul>
<i>Children's sense of place in desert towns: a phenomenographic enquiry</i>	<p><b>Projective Test:</b></p> <ul style="list-style-type: none"> <li>• Compared &amp; Categorized Student Drawings</li> <li>• Grade 3 &amp; 4</li> <li>• 78 Students</li> </ul>	<ul style="list-style-type: none"> <li>• Compare students in EE program to those not</li> <li>• Evaluate environmental perceptions</li> <li>• Clarify different SOP forms</li> </ul>	<ul style="list-style-type: none"> <li>• EE program had significant influence</li> <li>• EE increased landscape appreciation</li> </ul>

# Case Study

- Compared Two Student Groups
  - One with Environmental Education Program, One without
- Analyzed Students Drawings
  - Allows for interpretation
  - Allows for expression of complex concepts in non-verbal manner
  - Focused on exploring *feelings* rather than knowledge towards environment

# Results & Conclusions

- EE program enhanced appreciation of landscape
  - *However* does not necessarily influence ties to place
- Understanding children's concept of place essential in designing influential "Education for Sustainability"
  - Encourage students to question how their environment is managed
- If children learn to think of local environment as home, they can take this state of mind with them elsewhere

# Conclusion

- SOP connected to outlook and behavior towards environment
- SOP measurements be used to:
  - Identify success of education programs;
  - Develop effective management approaches;
  - Develop discussion techniques among stakeholders;
  - Incorporate feelings & perception (human factor) into management
- Place-Base Education (PBE) has potential to influence SOP
  - Distinguish between PBE & EE
  - Young students = high priority



<http://beachchairscientist.files.wordpress.com>



**“In the end we will conserve  
only what we love.**

**We will love  
only what we understand.**

**We will understand only what  
we are taught.”**



<http://www.mouchel.com/images>



**-Baba Dioum**

(<http://thinkexist.com/quotation>)

# Animal Significance in Native American Culture

by Kari Schoenberg







# Thesis

- Animals are a large and significant part of Native American culture and help define their culture, sense of place, and ultimately sense of self.



# Organization

- Lessons about animals are learned through stories
- Two tribes were looked at: the Quinault tribe in Washington and the Jemez tribe in New Mexico
- What is happening to Native American culture
- What can we do?



# Four Lessons from Stories

- 1. Animals are people too
- 2. Animals are our direct relations
- 3. We depend on animals for sustenance and spiritual assistance
- 4. We ought to adopt principles of restraint and reciprocity in dealings with animals

# Quinault Tribe

- Have lived on the Olympic Peninsula for thousands of years
- Procured their materials from the ocean, rivers, and the land





# Salmon

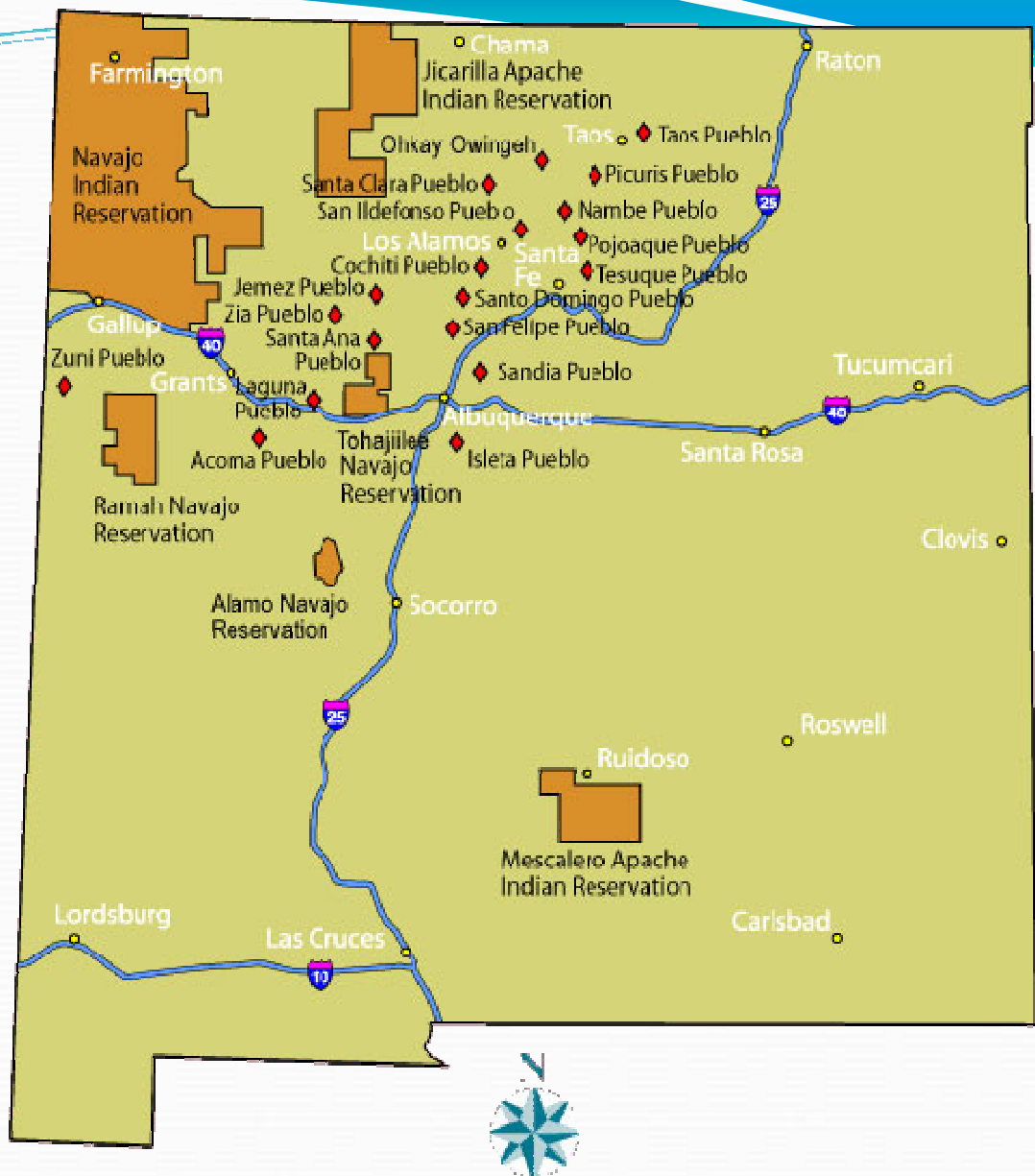


- Are very important in Quinault culture
- The Quinault believed the fish were really Salmon People that lived beneath the ocean
- Once a year the salmon would step out of their human form and become fish
- They sacrificed themselves in order to feed those that caught them

# Jemez Pueblo



- Located in New Mexico
- Migrated to the Canon de San Diego from the Four Corners area in the late 13th century
- Economy based in agriculture and farming





# Birds

- Birds are an important animal not only in Jemez culture but in many Southwest Indian cultures as well
- Feathers are used for headdresses, clothing decorations, the fletching of arrows
- The Eagle is one of the most important birds
- He is the master of the skies and the carrier of prayers



# No Bad Eggs



- No dualities in Native American culture
- Everything is sacred and interconnected
- To hurt one creature is to hurt all creatures



# Conclusion

- Most Native American tribes believe everything is sacred
- Animals play a significant part in Native American culture
- Because of loss of habitat and species Native Americans are losing their culture
- We need to work more closely with Native Americans



# The Nisqually Tribe: Finding Success in Habitat Restoration Through Community Outreach and Education





















**Nisqually Estuary Restoration**  
Status as of October 2010

**Nisqually NWR**

- Historic Sloughs Reconnected
- ⊗ Log Jam Constructed
- Dikes and Levees Removed
- New Dike Constructed
- New Estuary Trail Completed
- - - Boardwalk Under Construction (2010-2011)
- Twin Barns Loop Trail
- Freshwater Wetlands Enhanced
- ▨ Surge Plain Restoration Active

**Nisqually Indian Tribe**

- - - Dikes Removed
- Dike Removal Planned
- Surge Plain Restored



Image Source: USGS, July 2010



Cartography by: J. Cutler, Nisqually Indian Tribe