

**IOP: Environmental Research Methodology  
Humans and the Environment  
Autumn Quarter, University of Washington  
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## Presentation Guidelines

Your research objective is to construct a presentation on the environmental and cultural history; current issues; plans and projects; and sustainability in your neighborhood.

## Background Philosophy

*“A critical pedagogy of place aims to (a) identify, recover, and create material spaces and places that teach us how to live well in our total environments (reinhabitation); and (b) identify and change ways of thinking that injure and exploit other people and places (decolonization)...”*

David A. Gruenewald, “The Best of Both Worlds: A Critical Pedagogy of Place,”  
Educational Researcher, Vol. 32, No. 4

Pedagogy comes from the Greek and translates as “to lead the child”, which refers to strategies of instruction or educational practice. Critical pedagogy was developed by Paulo Freire, an educational reformer in Brazil. The practice of critical pedagogy is to go beneath the surface and to attempt to understand the root causes, and social context of things. The critical pedagogy of place attempts to critically investigate a place and determine: what should be conserved, and what should be transformed or changed. As a suggestion, The Earth Charter can be used as a resource for critical evaluation of the places we investigate, when we are evaluating their sustainability. (I have included the 16 principles at the end of this document.)

## Methods

The research you are conducting is based on the use of **primary sources**. The Yale University Library defines a primary source as: “firsthand testimony or direct evidence concerning a topic under investigation. The nature and value of a source cannot be determined without reference to the topic and questions it is meant to answer”.

Primary source research empowers us to think critically about the world around us, and teaches us that we are valid sources of new knowledge. Student research presentations are an essential part of the learning that takes place in a classroom. Primary source research supports the idea that the classroom is a place for the creation of new knowledge, where students and teachers contribute equally.

**Maps and photos** of all kinds are a key resource for your research. You will also build your connections to your neighborhood community by conducting **interviews**, attending **public events** and **photo documenting** your neighborhood communities. Learning to document your **own experience** as valid primary source material is an important element of this research.

## Presentation Objective

To educate your peers and teachers about the neighborhoods you are investigating.

**Each group will have 30 minutes to present as a minimum amount of time, you will have 50 minutes total to present, with time for questions, comments and discussion. Each person in the group will present for 5 minutes minimum.**

Please use **at least one research resource from each of the research workshops** in your presentation. In addition, the visits you make to your neighborhood will be very important for gathering first hand information: talking to people, visiting parks, community centers and artwork, photographing, shopping and eating in your neighborhood will give you an opportunity to interact with people and observe life in your neighborhood directly. In some cases you have had the opportunity to participate in community volunteer projects—and maybe even to take a tour of the Haunted Houses in your neighborhood. **It is important to use maps, photos and documents both historic and current to show change in your neighborhood.**

Visit	Research Resources	Purpose
<b>Map Collection</b> with Matthew Parsons	<a href="http://www.lib.washington.edu/maps/">http://www.lib.washington.edu/maps/</a>	Watersheds, geology, environmental history, land use change, urban infrastructure
<b>Seattle Urban Nature</b> with Sharon London	Seattle Urban Nature's Interactive Habitat Map <a href="http://www.seattleurbannature.org/Survey/survey.html">http://www.seattleurbannature.org/Survey/survey.html</a>	Open space, native plants, invasive species and wild life habitat
<b>Pacific Northwest Geologic Mapping</b> with Kathy Troost	GeoMap Northwest <a href="http://geomapnw.ess.washington.edu/index.php">http://geomapnw.ess.washington.edu/index.php</a>	Geology, geologic hazards, hydrology, geologic modifications
<b>U.W. Libraries Special Collections and Manuscripts</b> with Manager Carla Rickerson	Digital Collections: <a href="http://content.lib.washington.edu/">http://content.lib.washington.edu/</a>  Special Collections: <a href="http://www.lib.washington.edu/specialcoll/">http://www.lib.washington.edu/specialcoll/</a>	Cultural history Photographs, documents, newspapers and books spanning settlement and present day Seattle
<b>U.W. Libraries Government Publications</b> with Cass Hartnett	<a href="http://www.lib.washington.edu/govpubs/">http://www.lib.washington.edu/govpubs/</a>	What is a neighborhood? Census data, neighborhood statistics, planning documents
<b>Neighborhoods!</b>	One visit minimum is required! As a group, ideal, but working groups fine. Please schedule a visit to your neighborhoods with me if you would like.	To explore, photograph, interview and investigate

**Remember the initial *Questions to get you started on your neighborhood?* Please include elements from these questions:**

**Environment:** historic and present day

What was your neighborhood like at the time of settlement? Where were the rivers and streams and wetlands? Can you find a photograph of the area before it was settled? How has this changed over time?

Where is the open space now? How is it being used? Where are the native and non-native species?

**Community:**

What are some of the things people do here with their free time?

Housing? What kinds of housing are available?

Demographics? Who has lived in your neighborhood over time? Who lives there now?

Are there basic services such as grocery stores?

Are there community gardens? In Seattle, P-Patches can be found in most neighborhoods.

Is there public art?

Is there a library?

**Issues:**

What are the issues in the community now? What most concerns the residents?

**Business:**

What kinds of businesses have been in your neighborhood over time? What kinds of businesses are there now?

**Sustainability:**

Can you find examples of sustainability in your neighborhood? How is the community involved?

Are there sustainable businesses?

What examples of urban ecology & restoration can you find?

How do people get around? What is the transportation and walkability like in your neighborhood?

## Here are a few elements to think about when organizing your group presentation:

- **Knowledge** of subject-can presenter answer questions too?
- Does everyone **participate equally**? You can go several times, or once for a total of five minutes.
- Does the presentation **cover the assigned material**?
- **Can audience understand** the material presented?
- **Design and Creativity** are very important elements
- **Clarity** of Presentation and Slides important
- If you use **graphs, explain** them carefully
- Presentations should be **visually rich**
- Remember to **site all sources on slides**

## Appendix: The Earth Charter

1. Respect Earth and life in all its diversity.
2. Care for the community of life with understanding, compassion and love.
3. Build democratic societies that are just, participatory, sustainable and peaceful.
4. Secure Earth's bounty and beauty for present and future generations.
5. Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.
6. Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.
7. Adopt patterns of production, consumption and reproduction that safeguard Earth's regenerative capacities, human rights and community well being.
8. Advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired.
9. Eradicate poverty as an ethical, social and environmental imperative.
10. Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.
11. Affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care and economic opportunity.
12. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.
13. Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision-making, and access to justice.
14. Integrate into formal education and lifelong learning the knowledge, values and skills needed for a sustainable way of life.
15. Treat all living beings with respect and consideration.
16. Promote a culture of tolerance, nonviolence and peace.