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Destination Place Geographies: Considering Contextual Urban Aesthetics across Culture, Time and Space

Benjamin Shacklette
Texas Tech University

This study explores the social need for understandable patterns of space and form in the built environment and how architecture, originating from distinctive cultural memories, creates spatial languages based on contextual aesthetics. Examined in this study are the French Quarter in New Orleans, Louisiana, the Plaza District of Santa Fe, New Mexico, Venice, Italy, and Prague, Czech Republic. All four cities have historic core centers that originate from pre-industrial eras representing a distinctively local cultural landscape. Today, these historic centers generate substantial economic sums from a global tourist market that seeks the experience of unique places that counter the homogenizing effects of modernity and mass market production.

Based on evidence gathered through first-hand field study including mapping, the identification of building typologies and urban patterns this study examines four city centers contrasting the predominant characteristics of local traditional architecture as an experiential art form. The analysis of this data considers cultural origins that have developed unique responses to different climatic, political, and economic conditions revealing structured processes for maintaining vibrant urban centers by preserving and perpetuating the particular place memories embodied in traditional architectural arts and crafts and local building methods. The conclusion of this study finds social significance in a modern practice of habitation that can accommodate conflicting forms of human aggregation and confront the benefits and pitfalls of global capitalism that appropriates the experience of placed through accelerated tourism. Each city center represents self-determined economies that strive to preserve the unique memories situated in a local history that promote a deeper, more meaningful relationship between society and artifact.

Habitus and the Game of Place: A Study on the Particularity of Plaza Life in the City Center of Seville, Spain

Benjamin Shacklette
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In the most basic way, the word *habitus* can be understood as mental constructs composed of preferences, sensibilities, values, and tastes that govern the lifestyle choices and general expectation particular social groups. These mental structures are acquired through the activities and experiences of everyday life and *places*, the spatial forms and constructions resulting from the built environment, facilitate what Marcel Mauss delineated an understanding of habitus as a set of culture regularities that are rooted in the daily practices of individuals, groups, and larger societal structures. He posits that the sum total of learned practices, styles, tastes "go without saying" for specific groups and these embedded practices are not necessarily the result of logical or rational thought. This study expands on that essential definition to consider Pierre Bourdieu's assertion that habitus can be defined as a system of dispositions, or acquired schemes of perception, thought, and action that can be observed in the allocation of space, patterns of use, and the architectural and urban characteristics of various public places. Bourdieu likens the interactions between humans to "games" played in the exchange of economic, social, and cultural capital according to a set of manners. These games are played out in "fields" that are socially structured spaces.

The historic city core of Seville, Spain is comprised of over twenty such places, ranging from the well know Plaza Nueva, Plaza de San Francisco, and the Plaza Encarnacion, site of the iconic Metropol Parasol, to small intimate and almost accidental places of gathering such as Plaza de los Terceros. Seville shows a wide spectrum of public plaza spaces that demonstrate a rich tapestry of socially constructed spatial habitus. Selected examples of public plazas in the heart of Seville are studied testing the theory of habitus as social and cultural spatial patterns of use, presented and described using urban mapping, graphic analysis, photographic studies, and direct field observations.

Engagement Scholarship: Integrating Service Learning into the Advanced Architectural Design Studio

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Texas Tech University

This report focuses on five selected service-learning projects in a graduate level college studio course in a nationally accredited architecture degree program. Students partner with a community service recipient to meet the needs of a community. Each case study explores how student learning is enhanced, how community service combined with instruction and reflection increases civic responsibility, and how experiential learning combined with community service can strengthen communities for the common good. The setting is a graduate level studio design course required in an NAAB Accredited Professional Architecture Degree Program at a state funded American university. The five selected works each represents an architecture design project assignment completed in one regular 15 week semester. The first four projects examine different results ranging from unsuccessful to very successful regarding final learning outcomes for student participants, and actual benefits to community participants. The fifth study is a comparative analysis of two separate semesters where each group of cohorts finished the same identical course assignment -the architectural design of a medium scale multi-purpose community cultural center- wherein the first student group engaged an actual community or client, and the second did not.

In all of the case studies, student learning outcomes are examined by reviewing both processes and final products using reflective writing samples, post completion interviews, and an overview of student design work shown in highly detailed graphic form including drawings, models, and advanced graduate level computer generated images using state-of-the-art digital imaging programs. This paper will encourage audience discussion considering the following questions:

- How communities can benefit from student lead engagement projects?
- How is student learning enhanced through engaged scholarship?
- Can meaningful community service combined with instruction and reflection increase civic responsibility.
- Can this educational initiative help universities strengthen communities for the common good?
- What are the hallmarks of engagement/service learning projects that contribute to excellence in teaching, learning, and community service?

Home in a Hurricane Zone

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MS Gulf Coast C. C.

On August 29, 2005 the Mississippi Gulf Coast experienced the largest hurricane in American history. The landscape of the region was both literally and figuratively altered in a matter of hours. Lives, homes, and the community at-large were affected. Hurricane Katrina was an equal opportunity destroyer and no segment of society was immune. Resiliency became the focus of community leaders in the aftermath of Hurricane Katrina, but the bigger question became how can resiliency be measured and/or quantified.

Congressional legislation in 2005 appropriated funds to develop the Community and Regional Resiliency Initiative (CARRI). It concentrated on three regions: Gulfport, MS, Charleston, SC and Memphis, TN. Charleston stood as an example of resiliency in rebounding from Hurricane Hugo, which hit in 1989. Memphis rests on the New Madrid fault line, thus resiliency is imperative if that area were to ever suffer an earthquake disaster. Gulfport, at the time CARRI was founded, was ground zero for observing resiliency in real time.

Natural disasters are a part of the geographic landscape of the United States. Hurricanes, wildfires, earthquakes, mudslides, flooding and more threaten every region of our nation. No state or community is immune. Perhaps hurricane zones garner more attention but that is likely due to the fact that hurricanes are "named" storms when most other natural disasters are not. The author is a resident of the Gulfport, MS and a former member of the city council at the time Hurricane Katrina struck the coast on August 29, 2005. This should offer some personal and professional insight into the circumstances of that region. This paper will utilize historic ethnography to examine the story of resiliency in Charleston, SC and Gulfport, MS. Each is also a case study in resiliency. The former as a city/region that has achieved resiliency and the latter as an observational study in ongoing resiliency.

Build A Rock

Timothy W. Scales
Indiana University East

The author invites a group of people to the river; each person will pick up either a rock or a group of rocks, they bring the rocks back and decorate their rock, or decorate and assemble together the group of rocks they selected to make a product. The point of doing this is to teach how a natural resource can become a sellable product.   More importantly this is a good learning experience teaching people how to turn the natural resources available to them into a product.

The target market for this workshop is primarily teachers, but it can also be good for other groups or organizations that want to do some type of team building exercise. It can be a fun experience for those groups to get out in nature, go to a river together, find the rocks, and then build them into a product together.

This workshop has given us the opportunity to work with teachers, community members, and students to teach them about naturally resources and the various things we can use them for. In today's society we live in a very complex where we spend a lot of money on things and this workshop created an opportunity for people to step back from that part of life and we have found that just going to the river with a group of people and finding that perfect rock for what you want to do, and just enjoying the fellowship with the other people who participate has become something totally different, but also a totally special experience. Also, it has provided Devin and

The outcome of this project was that it helped reach thousands of people across 17 different states and in 3 countries, which include the United States, Tunisia, and South Africa.

A Mixed Methods Analysis of Human Trafficking

Mark Lanier
University of Alabama

Colin Farrell
Western Kentucky University

Human trafficking is a serious global problem that transcends international borders and disciplinary boundaries. It presents a conglomeration of problems generally dealt with by public health, criminal justice, social service and immigration agencies. Victim advocates state that millions are victimized each year. The data suggest that the myriad of well-intentioned agencies responding to the problems need a frame of reference to help them synthesize and conceptualize various approaches to better respond to the multitude of problems related to trafficking. Policy recommendations are to refocus the law enforcement response - which may include various approaches that can simultaneously benefit public health - by incorporating an Epidemiological Criminology framework to help to guide the development of more systematic and integrative insight into the world of human trafficking.

Outcome of Youth Raised by Grandparents and Other Older Relatives: The Relationship between Age of Caregiver and Youth Delinquent Acts

Lyn Frederick
University of New England

This paper examines the relationship between grandparents and other older relatives raising children and delinquency and posits that youth raised by grandparents and other older caregivers are more likely to commit delinquent acts. For over 1.3 million children in the US, a grandparent is the primary caregiver and this is a rapidly growing phenomenon due to social problems such as addiction, job loss and death of parents. Low caregiver control is linked to delinquency. Older caregivers may be unable to monitor and control youth sufficiently to keep them out of trouble. Further, the combination of frail caregiver and misbehaving/violent youth could be a risky combination. No previous studies related to delinquency in youth raised by grandparents were identified, thus the study provides some initial exploratory data from which further scholarship may be derived.

This study uses survey responses from Wave I, The National Longitudinal Study of Adolescent Health (AddHealth), a comprehensive and representative data base addressing adolescent health related behavior and status. Bivariate, baseline logistic regression, and fully specified logistic regression models are used to determine the relationship between: 1) Age of caregiver and violent delinquency in youth respondents; 2) Relationship of caregiver (grandparent) and violent delinquency in youth respondents; 3) Age of caregiver and non-violent delinquency in youth respondents; 4) Relationship of caregiver (grandparent) and non-violent delinquency in youth respondents. The Database included individual, school, family and community level data.

Results of the bivariate analyses show significantly higher likelihood of committing a violent delinquent act by youth raised by grandparents. This finding, however, does not hold up in the multivariate analysis. The mixed results generated in this study must be viewed in the context of the data limitations that confront researchers from various disciplines who study adolescents who are being cared for by grandparents and other older relatives.

U.S. Coroners: Training and Education

Jennifer M. Allen
University of North Georgia

Coroners have a role in almost all deaths investigated in the United States; yet, this study found they have little education and, often times, little experience other than on-the-job training. This study looked at the reported education and training of U.S. Coroners to determine the needs of this unique profession. Interestingly, a majority of respondents had some college but did not hold degrees and had attended a state training program immediately following appointment or election but were not necessarily required to attend on-going annual trainings. Considering the important role that Coroners occupy the findings indicate a possible devaluation of position by others.

College Students' Perceptions and Preferences with Group Assignments

Cynthia Biegler
University of Mobile

Much educational literature espouses the use of group assignments as a teaching strategy. Students express varied opinions about its desirability. This study was undertaken to determine in which situations and for what reasons students may or may not find merit in group assignments.

Participants in the study were members of two education classes. One class was a senior level methods course and the other class was an entry level foundations course. The survey instrument consisted of eleven questions and spaces to enter GPA, ACT score, and an age range.

Results of the survey were compared for the two classes, and then data was combined to look at the overall picture. Students' beliefs about the benefits of in-class and out-of-class group assignments were compared. Other factors that were investigated and correlated included: working with students with lesser, similar, or greater ability; choice of working with friends or competent partners; preference for working in self-selected or assigned groups; effective use of time in groups; and comparative value placed on grades and learning of new concepts.

Assessing Teachers Educational Needs in Southern Belize

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University of Mississippi

Virginia J. Moore
University of Mississippi

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Forrest Home Methodist School, Toledo District, Belize

In Belize, people have made efforts for four decades to reform education (Thompson, 1998). The education of teachers in Belize varies considerably from a high school diploma to a Bachelor's degree in education; therefore students fail to receive an equal education. This research focuses on the needs of an economically disadvantaged district in southern Belize. According to the Education Statistical Digest of Belize, this particular district maintains the lowest proportion of trained teachers (Belize, 2005). In order to identify the perceived needs of this southern Belizean district, we have conducted a needs assessment. Based on the teachers' responses, we have identified the needs as well as gained insight into the perceptions of these teachers. This assessment has also helped to ascertain future professional development and teacher training needs. With the rapid growth of global issues in education, more research needs to focus on international teaching practices (Sanderson, 2011).

From the needs assessment, we will facilitate teacher training in an attempt to contribute toward the efforts to reform the education in Belize to help create more equitable schools. The assessment has also provided insight into multicultural educational practices internationally and teacher training in this district. Ultimately, our hope is to create a partnership that benefits all constituents suggesting we provide support based on what the identified educational needs. Therefore, the needs assessment not only identified the needs of the district but also informed our future collaboration with the teachers in Belize.

History of Black Student Participation in a Gifted and Talented Program

F. Neil Mathews
Louisiana State University

This presentation examines educational program modifications that transpired over 36 years in a large urban academically gifted and talented arts program for the purpose of increasing Black student participation. These changes resulted in improved Black student identification strategies, enhanced educational offerings in the creative and performing arts, and expanded curricular options for students with academic potential. This presentation also explains the results of a U.S. District Court-ordered consent decree agreement with the school system. Black parents' perceptions of their students' participation in the academically gifted and talented arts programs are described. An interpretation of these changes is provided in context of the program's historical development and evolution.

Changes in Publication Frequency and Journal Quality as Correlated with Changes in University Policy

James W. Aldridge
University of Texas Pan American

Valerie James-Aldridge
University of Texas Pan American

Mark Winkel
University of Texas Pan American

The University of Texas Pan American has undergone unusually sweeping changes over the past four decades, from an institution almost exclusively emphasizing teaching to a Ph.D. granting component of a major state system. We examined correlations between the substantial policy changes during this period and publication in peer reviewed journals, using both publication frequency per faculty and journal quality, as indicated by the Article Influence score obtained from Thomson Reuters. During the period from 1975 to 1979 policies emphasized general support for research, but without immediate individual consequences. During this time both publication rate and journal quality were high. Introduction of extrinsic individual contingencies between 1980 and 1984 was accompanied by a sharp drop in publication frequency, but without an immediate change in quality. Publication frequency recovered to the level of the 70s by 1995 as extrinsic publication pressures increased, but this was accompanied by a decline in journal quality persisting until the end of the study period in 2009.

Three studies of faculty productivity over this period of 40 years have now indicated that policies with increasing reliance on extrinsic individual "carrot and stick" motivation had (1) no effect on research grant awards, (2) a detrimental effect on program development grant awards, and, in the current paper, (3) a decline in journal quality associated with an increase in publication rate after 1980.

(Re)Defining Gender in *The Color Purple*

Larry D. Johnson, Jr.
Georgia Piedmont Technical College

Alice Walker's novel, *The Color Purple,* presents marginalized characters wherein balance is essential to the discovery of their masculine and feminine selves. While *The Color Purple* expresses the plight of blacks in the Jim Crow South, a close examination of the novel yields a deeper interpretation in which gender reconstruction is a significant theme. Traditionally, men are perceived as hard workers, breadwinners, and masculine, while the women are domestic, meek, and feminine. Celie, Sofia, Shug, Mr.____ and Harpo exhibit gender characteristics that are non-traditional and Walker has taken great care to subvert the traditional gender roles of men and women in the novel. I contend that Walker presents this study of balance wherein the characters reject their feminine or masculine selves in a mistaken attempt to find solidarity.

Toni Morrison's Depiction of Beauty Standards in Relation to Class, Politics of Respectability and Consumerism in *Song of Solomon*

Karen Jensen
University of New Orleans

In *Song of Solomon*, published during a transitional moment in the history of U.S. feminism, Toni Morrison portrays the destructive forces of hegemonic female beauty standards, materialism, and consumerism in a Midwestern African-American community from the 1930s to the 1960s. She reveals a hierarchy in which men define standards of beauty and respectability that enforce white bourgeois ideals. Focusing on five female characters, this thesis examines this hierarchy; the agents who maintain it; and the ways in which it affects female characters who accept and/or reject it. While one of the characters, Hagar, perishes in her attempt to live up to normative beauty standards, her cousin Corinthians is liberated when she leaves her oppressive father and moves in with a working class male partner. Morrison thus creates a viable alternative to strict adherence to materialist values, while representing the destructive force of oppressive beauty norms and standards of respectability.

Our Use of Induction

Gilbert Fulmer
Texas State University

Our knowledge of the external world, personal and scientific, is based on inductive reasoning. As David Hume said in the 18th century, we expect the future to resemble the past. We need induction (he didn't use this word) for everything we do, from sitting in chairs to studying distant galaxies; and we cannot help using it. But, as he also noted, we cannot prove it: the scientific laws we use may not hold in the future. Philosophers and scientists of all types have tried ever since to repair this "defect" in reasoning, by providing some sort of proof that inductive reasoning is reliable. I believe this cannot be done: any such attempt is fatally circular.

Instead, we should revise the way we think about inductive reasoning, in the light of evolutionary theory. Our minds have evolved so as to rely on inductive principles, because those of our predecessors who did so had a survival advantage over those who did not. This does not prove the future will resemble the past; but it is good—inductive—evidence that past futures resembled past pasts! And, since predictions based on induction have proved useful, we have evolved so as to make them; and we have evolved so as to find those explanations satisfying; therefore, we have evolved so as to search for them.

This evolutionary account explains why we cannot prove induction, why we rely on it, and why we cannot help relying on it. We cannot prove it; but understanding our use of it is the best we can hope for.

An Analysis of Gender and the Desire to Study Abroad in a Liberal Arts College in Northeastern Pennsylvania

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Karen Yarrish
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Global citizenship, including social responsibility, civic engagement, and competence has been credited with successful foreign work assignments (Morais & Ogden, 2010). According to research conducted by the Economist Intelligence Unit, companies will become larger and more global in the next ten years, handling operations in more countries than they do today (SHRM, 2010). Stroh and Caligiuri (1998) suggest that multinational companies have difficulty finding adequate people with the skills and knowledge for global assignments. According to Vance (2005) study abroad has been identified as a potential self-initiated international career development strategy. While women represent nearly half of Unites States workforce, they are not well represented at the senior management position in the U.S. or abroad. In addition, women are not well represented in careers involving STEM positions (Catalyst, 2013). According to Hartl (2004), women are under-represented in the ranks of expatriate managers and research on expatriates, though formally gender-neutral, has been heavily weighted towards the study of male professionals, thereby reinforcing the image of expatriates as male, middle-aged, married with children. This article analyzes gender and the desire to study abroad in a liberal arts college in Pennsylvania. The researchers will discuss the implications for educators, administrators, and researchers. Findings, conclusions, and recommendations will be presented.

Preparing Students for a Globally Competitive Society: Instructional Strategies to Help Students Attain Their Goals

Shirley Walrond
Austin Peay State University

Postsecondary retention and degree completion in United States' colleges and universities pose a challenge for educating a society that is globally competitive. This presentation focuses on legislative concerns, college administrative policies and characteristics of competent and skilled instructors to promote unity in the diverse college classroom. Effective retention and completion programs on the national, state and university level are extremely important, but it all begins in the classroom with master teachers who are approachable and supportive in each student's quest for program completion. Dialogue among all invested parties must continue in order for all students to be better educated, trained, and prepared to meet the goals of a demanding economic society and labor market. Understanding student diversity, strengths and weaknesses while providing a positive and interactive instructional environment promotes postsecondary retention and degree completion of competent, well-educated individuals.

Introducing an Instrument to Assess Pre-Service Principals' Dispositions through Behavioral Indicators

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Southeastern Louisiana University

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Pre-service principals (those in principal preparation training programs) must demonstrate the knowledge, skills, and dispositions for effective school leadership. Both the Interstate School Leaders Licensure Consortium (ISLLC) standards and the Educational Leadership Constituent Council (ELCC) standards describe the general skills and behaviors that must be displayed. However, a definition of dispositions has been difficult to capture, and the specific criteria for the demonstration of dispositions remain elusive. Furthermore, despite efforts to distinguish between the terms dispositions and traits (characteristics), the two are often used interchangeably.

Universities with principal preparation programs are required to assess the dispositions of their pre-service principals to ensure quality candidates who can become effective school leaders. Even when a set of dispositions has been identified as desirable for school leadership effectiveness, assessing abstract dispositions presents a problem to the university faculty who are assigned this task. Using an integrative trait-behavioral model of leadership designed by DeRue, Nahrgang, Wellman, and Humphrey (2011) as an operational springboard, the researchers developed and designed an instrument to assess the dispositions of their pre-service principals.

The following paper reports the results of an investigation regarding the expectations of dispositions that university faculty have for their pre-service principals and the development of an instrument that assesses abstract dispositions by using observable behavioral indicators as criteria.

DeRue, D.S., Nahrgang, J.D., Wellman, N., & Humphrey, S.E. (Spring, 2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology, 64*(1), 7-52.

Corpus Callosum Volume of Vervet Monkeys (Chlorocebus aethiops sabaeus) and Chimpanzees (Pan troglodytes) in Relation to Autism Spectrum Disorder

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Because non-human primates have been observed to display many of the behavioral markers associated with autism spectrum disorders (ASDs), such as deficits in theory of mind and socio-emotional reciprocity, it has been suggested that apes and monkeys might provide a much needed model for autism research. These behaviors, which depend upon the connectivity of multiple regions of the brain, are speculated to be disrupted by abnormalities in the corpus callosum (CC), the tract of nerve fibers that connects the two hemispheres of the brain. Measurements of relative CC size of vervet monkeys *Chlorocebus aethiops sabaeus* and chimpanzees *Pan troglodytes* were compared with recently reported callosal anomalies detected in a substantial number of individuals diagnosed with ASDs. Total CC volume and CC areas subdivided according to Witelson's method were adjusted for total brain size and compared with corresponding measurements previously reported for several populations of autistic individuals. Similarities in CC structure between the two groups may form the basis for further research into the etiology of ASDs.

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