



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Connections Planning guidelines at

<https://www.neh.gov/grants/education/humanities-connections-planning-grants>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Humans, Nature, and Landscapes in 21st-Century Suburbia
Institution: Ursinus College
Project Director: Meredith Lynn Goldsmith and Patrick Hurley
Grant Program: Humanities Connections Planning

**TRAJECTORIES OF TRANSFORMATION:
HUMANS, NATURE, AND LANDSCAPES IN 21ST CENTURY SUBURBIA**

Ursinus College's Proposal to the NEH's Humanities Connections Grant Program

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Trajectories of Transformation: Humans, Nature, and Landscapes in 21st-Century Suburbia

Summary

Ursinus College is rooted in an evolving suburban landscape, yet the complexities of this environment may be difficult to see. For this NEH Humanities Connection Planning Grant, we request support for an interdisciplinary team who will defamiliarize and unsettle the concept of the suburbs, developing proposals for courses open to all majors that explore issues of space, place, nature, and landscape in twenty-first-century suburbia. Our team, drawn from English, Environmental Studies, History, and Biology, in addition to community partners and students, will unite methods of inquiry from across the disciplines, emphasizing how human changes to the environment affect our own self-understanding. Using mapping, narrative, and curatorial techniques, among others, students in these courses will learn to build a nuanced, historicized, environmentally sensitive, and publicly available account of our suburban locale as it continues to evolve today.

Grant funding will support a range of activities during the planning year: we will discuss a broad array of readings, develop co-curricular and curricular activities, and meet regularly with community partners who have already voiced their support for the project. Experienced practitioners will teach GIS and archival software to the group members; those with expertise in experiential learning will guide others in designing assignments; and writers and artists will help engage with the local landscape creatively and dynamically. The courses developed will spearhead our new core curriculum, which emphasizes ways of knowing, rather than content mastery. This project will provide a model for Core Focus Concentrations, three-course clusters intended as a transdisciplinary centerpiece of our new core.

We will meet biweekly and keep our own reflective portfolios on our process, which will model the kinds of assessments we will eventually require from students. By mid-winter 2019, we aim to have course proposals ready to submit to the college's curriculum committee for review.

**TRAJECTORIES OF TRANSFORMATION:
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Project Rationale

The suburbs surrounding Ursinus College, a small liberal-arts college in Montgomery County, Pennsylvania, indicate the transitions associated with anthropogenic landscapes of suburbia in the early 21st Century. While the demographics, politics, economics, and ecologies of the southeastern PA region are constantly evolving, the complexity of these transitions can be difficult to see, especially for students who were raised in just such locales. These changing landscapes increasingly feature novel ecological dynamics associated with the Anthropocene, the contemporary era in which humans have become the dominant force transforming Earth's biophysical systems. A trans-disciplinary team of scholars from English, Environmental Studies, Biology, and History--accompanied by College administrators and community members--seeks support in developing curricular models that will empower undergraduate students to document these cultural landscapes in transition, while explicitly engaging humanist questions about what these transitions mean for the people who inhabit these places.

The Anthropocene, as Paul Crutzen and others have argued, constitutes a new age of human influence on the Earth's biogeophysical systems, one that embodies the longstanding agency of humans to modify nature in fundamental ways. For example, Anthropocene scholars recognize mixed settlements, residential croplands, and residential forests as spaces characterized by key human-interactions and endeavors. These spaces are the cultural landscapes of humanist geographic, environmental history, and literary inquiry. Thus, germinal works by such environmental and social historians as Raymond Williams, Kenneth Jackson, and William Cronon will generate rich relational

understandings of the place of cities and suburbs in the Anthropocene, as spaces where flows of nature matter to changing landscapes, economies, and social interactions.

Recent scholars in these fields, as noted in our bibliography, have studied the Anthropocene suburbs as racialized and politicized entities marked by patterns of inclusion and exclusion. Urban growth and renewal, “white flight,” suburbanization, and exurban development are all associated with the U.S.’s “urban turn” throughout the twentieth and into the twenty-first century. Ongoing conversion of rural land to suburban (and exurban) uses, including efforts to conserve agricultural landscapes, protect “wild” nature, and design more environmentally benign forms of human settlement have reoriented the relationship of residents to other species, ecosystems, landscapes, and other nature dynamics in the countryside. In these landscapes, some natures and particular groups of people are seen as belonging, while some are seen as excluded or invasive. Likewise, particular landscape features and specific sites may become objects worthy of conservation intervention, while others are seen as worthy of sacrifice. At the scale of the everyday, or in spaces such as the backyard, suburbanites may selectively welcome particular types of species, or work fervently to create borders between the natures of their personal worlds and those nearby.

Viewed through these lenses of humanistic inquiry, the cultural landscapes of the Anthropocene afford an excellent opportunity to examine how human influence on nature affects our self-understanding. In the Common Intellectual Experience, our first-year core course, the works of Galileo and Descartes expose students to modern conceptions of nature, yet the notion of the Anthropocene causes us to rethink Renaissance ideals of nature as a force that can be harnessed by human will. The onset of this period is inextricable from processes of globalization, industrialization, attendant movements of peoples to cities and suburbs for work, and flows of natural resources and materials to and from these industrial and population centers. These radical human and geographical transformations of the landscape can be understood as a gradual yet firm

trajectory toward a new epoch in natural history, with broad implications for how we—both our faculty team and our students--conceive of ourselves as stewards of the planet.

Suburban transitions and their meanings to the people who experience them are a fertile topic for liberal arts students using innovative and integrative learning approaches. As an interdisciplinary teaching experiment advancing the College's mission to "enable students to become independent, thoughtful, and responsible individuals" through liberal education, the NEH planning grant will allow us to develop a curriculum that integrates the examination of southeastern Pennsylvania's history, culture, and environment. Our planning group will explore the following questions: What do our engagements with the natural world help us understand about ourselves, as products of and actors in a particular cultural and historical moment? How have the suburbs mattered literarily, historically, and politically as well as environmentally? How is nature bound up with cultural and political dynamics? The courses we will develop over the planning grant will unsettle concepts of "nature," "suburb," "exurb," "city," and "rural," helping students better understand their own participation in suburban landscapes that constitute a microcosm of the Anthropocene.

Intellectual Content

We seek to integrate humanities perspectives with methods of mapping, analysis, and narratives that will engage students with key readings and concepts through confrontations with the peoples, natures, and processes that characterize our location. Our team of historians, geographers, literary critics, and biologists will each bring their own disciplinary perspectives to working with students in new courses that explore and document the meaning of regional suburban transformations for its many human and nonhuman residents. Courses will feature collection of diverse "data" about people-species, people-ecosystem, and people-landscape encounters by

residents living along the Route 422 transect. Students will use digital platforms, such as ESRI's StoryMaps or a digital commons portal, to tell stories about the everyday experiences of their neighbors in the region. For example, students might map area storm water basins, collect oral histories, and read associated literature and cultural history to understand residents' experiences with this prevalent form of suburban "green infrastructure." Students might analyze and interpret through online essays the diverse ways in which travelers' accounts of the area frame earlier ideas about waterflows and other nature in the region. Students will thus develop a nuanced, historicized, and culturally and environmentally sensitive account of regions they traverse daily.

The Philadelphia region, we believe, is a ripe, and largely untapped, resource for the cross-disciplinary study of ex- and suburbia. Formerly rural areas Montgomery County bear witness to a rapid transformation: faculty who have taught here for more than a few years have watched the region evolve, and alumni who sought a rural college return to a markedly different landscape. Home to one of America's oldest suburbs, the Philadelphia Metropolitan area is defined predominantly by diverse patterns of suburban development and associated social-ecological changes. Regional landscapes contain a wealth of historical and ecological contradictions and transects inviting academic exploration. For example, King of Prussia Mall, the second largest indoor mall in the United States, is nearly within eyesight of the conserved high ground of Valley Forge National Park. Nearby, an eighteenth-century iron furnace and forge sit alongside thousands of acres of preserved forest at Hopewell Furnace NHS and French Creek State Park. The two sites sit at nearly opposite ends of key segments of U.S. Route 422--Montgomery County, PA's newest limited-access highway. The transect in-between embodies undiscovered history: even as it parallels the Lenape Trail, Route 422 is cited in John Updike's *Rabbit, Run* as a vehicle of the protagonist's escape from the suburbs toward Philadelphia. The sheer ubiquity of suburban sprawl has rendered the uniqueness of this region difficult to see, and we hope to reclaim its distinctiveness through our

course development. By reading, writing, and sharing stories of people-species, people-ecosystem, and people-landscape encounters in these settings, students will develop the critical thinking, analytical, and interdisciplinary skills to foster informed citizenship in the Anthropocene.

Course development will draw on significant environmental resources and consciousness at the College. Our eleven-acre Whittaker Environmental Research Station is home to both agricultural research and a future experimental food forest. Our student-run two-acre Organic Garden produces food for student consumption and supports community gardening efforts, while conservation-focused reforestation efforts at Hunsberger Woods involve students in collaborative stewardship of borough-owned land. Other on-campus resources include the naturalized storm water basin, which Environmental Studies classes have used for semester-long “Walden Pond” nature writing activities, pondering the role of designed natures for human fulfillment. These college resources offer both a model for integrative learning and invite students to cross disciplinary boundaries. These facilities represent sites of second encounter with anthropogenic cultural landscapes of suburbia, where students can defamiliarize these ostensibly ordinary places, re-visiting prior conceptions from their everyday travels in the region, asking new questions, and rethinking conventional modes of inquiry.

Faculty will benefit from the planning grant by apprehending key technologies that will make the mapping, analysis, and narrative components of the courses possible. While there is a small community of GIS practitioners at Ursinus, many faculty wish to integrate this technology into their courses but need time and support for the learning curve involved. Thus, experienced faculty will run workshops in GIS software and mapping techniques for faculty and staff; others will share insight and experience with experiential learning, and all members will read in small groups toward the development of new coursework. Even as they and their students learn new technologies, humanists will offer critique of tools and methodologies, seeking to better capture the meanings of

human experience of these places. The result will not be an unbridled embrace of new technologies and methods, but a reflective, self-conscious integration of interdisciplinary skills and methods.

The planning grant will fund the development of integrated courses, featuring high-impact learning experiences and cross-disciplinary learning opportunities, to constitute a “Core Focus Concentration” in the College’s revised core curriculum. Courses will draw, to differing degrees, on GIS technologies, narrative and oral history, on data collection, field work, and structured reflection. As the college revises its core curriculum, the team Trajectories of Transformation will spearhead this new curricular arrangement, modeling what an interdisciplinary team can accomplish. We aim to demonstrate that students and faculty from each discipline must learn to incorporate strategies from alternate disciplines to best understand their subjects.

The Planning Committee anticipates that at least 30 students will be enrolled in the distinct facets of the program each year. However, given the artifacts produced by students and preserved in perpetuity through various outlets, including our digital commons portal, Myrin Library, and elsewhere, the Trajectories of Transformation project will have a broad reach, inviting our neighbors and community partners to better understand the contours of their own changing communities.

The planning grant will facilitate faculty conversations about space, place, landscapes, and nature in the Anthropocene. The project thus extends the collaborative relationship among faculty teaching our Common Intellectual Experience sequence into our newly envisioned core curriculum, which structures coursework around ways of knowing. We intend to develop our proposed courses through biweekly meetings of the team members in which we discuss selections from the extensive reading list attached. We will also develop a series of hands-on activities as precursors to the activities we create with and for students. It will be necessary for us as faculty to traverse the boundaries of our own disciplines to increase our prospects of doing so successfully with students.

Just as the planning grant will encourage dialogue among faculty, the linked courses will encourage dialogue between students across disciplines.

This program also seeks to address a particular challenge at Ursinus—the isolation of students by the disciplines. While this might seem a natural consequence of choosing majors and developing expertise, Ursinus students remain largely isolated by disciplinary distinctions despite the small size of the college. Students choose majors in their first year at Ursinus, which means they often head to the sciences, humanities, or social sciences early. Fear of poor performance in the sciences often dissuades many talented students, and students pursuing science majors often take few humanities courses. Although disciplines such as English and History enjoy fairly robust enrollment, the college’s strengths in biology and pre-medical training lead many students to focus in pre-medical fields to the exclusion of the humanities. Of the classes graduating from 2013-2017, only four students graduated double majoring in English and one of our natural sciences. Thus, among outcomes we envision is an increased number of cross-disciplinary majors. By placing “ordinary” nature and landscapes at the center of our discussions, this proposal forces students and their professors to traverse these deep disciplinary divides in an accessible way. Linking our project to the college’s mission, we will expand access to the high-impact practices of collaborative, research-based, and community-oriented learning, as we invite our students to learn from the ground up.

Planning Committee

The project’s co-Directors represent the humanities and the social sciences in the disposition of the Trajectories of Transformation project. Dr. Meredith Goldsmith, Professor of English and, as of January 2018, Associate Dean of the College, founded the college’s Teaching and Learning Institute (TLI). Author of numerous articles on early twentieth-century American literature, as well editor of the *Edith Wharton Review* and three critical collections, Goldsmith recently completed a

Mellon Humanities Writ Large Fellowship at Duke's Franklin Humanities Institute, where she synthesized her liberal arts pedagogy with digital humanities tools, including GIS, to build maps of urban space as represented in nineteenth-century US literature. Dr. Patrick Hurley, Associate Professor and Chair of Environmental Studies, will provide a social sciences perspective to the project. A co-editor of and contributor to *Comparative Political Ecology of Exurbia*, about planning, conservation, and land development in exurbia, his research integrates GIS mapping techniques with oral histories to explore how these areas of high natural value are transformed by migration and residential development. His strong track record of teaching experiential courses includes student co-authorship of peer-reviewed publications, as indicated in the bibliography. Drs. Goldsmith and Hurley are both ideally suited to direct a team of scholars in designing an interdisciplinary curriculum benefitting a broad cross-section of Ursinus College undergraduates.

Our team brings together the following faculty: Dr. Rebecca Jaroff, Professor and Chair of English, a 2013 Lindback Teaching Award recipient, with research interests in eco-criticism; Dr. Denise Finney, Assistant Professor of Biology, co-Directors of the Whittaker Environmental Research Station currently researching soil science and crop diversity in agriculture; Dr. Lori Daggar, Assistant Professor of History, specializing in early American and Native American history; Dr. Jon Volkmer, whose current research focuses on Philadelphia poet and ornithologist James Wilson.

The team also includes staff members with essential resources and expertise for this project. Kate Keppen, Director of Sustainability, is primarily responsible for institutional and student-directed sustainability initiatives on campus. Elena Althaus, Web and Systems Management Librarian, manages the College's GIS capabilities and Will Caverly, Director of Corporate, Foundation, and Government Relations, will provide administrative and compliance functions.

Using its budget, Ursinus will engage community members as advisors in curriculum planning. This includes Daniel Barringer of The Natural Lands Trust, a non-profit conservation

organization in the region. Daniel maintains Crow's Nest Preserve. Ryan Beltz is the Executive Director of the Perkiomen Watershed Conservancy (PWC), an organization dedicated to watershed stewardship, and has confirmed his involvement. Phil Smith is a private citizen who has been involved in stewardship at a local preserve and in township planning. Fred Shuetz, former longtime member of the Trappe Borough Council and local open space steward, offers valuable local government context to the project. Ursinus has robust connections with these local partners: Dr. Hurley has worked with Daniel, Fred, Phil, and PWC in the past, and Dr. Jaroff serves on the board of PWC.

Stemming from Ursinus's mission to foster thoughtfulness and independence among its students, several seats on the Planning Committee will be reserved for students. Students will be tapped from ongoing initiatives related to the project's roots in English, Environmental Studies, and digital humanities. For instance, students involved in the digitization and curation project "Bears Make History," our Teaching and Learning Institute Student Consultants, and our Sustainability Fellows will be natural fits for planning this new curricular arrangement.

Planning Process

The Planning Committee will begin the grant by establishing standing biweekly meetings during the twelve months of the grant. Outside individuals will attend bimonthly so as not to stretch their involvement unreasonably. Common readings (see attachments) will complement course planning. We will hold regular workshops quarterly to teach faculty and students on the Planning Committee how to use GIS and archival software. Discussion and project leaders will be chosen to direct our work and will rotate regularly, so group members have the opportunity to share and gain expertise in new areas. We aim to create a long reach for the Planning Committee, bringing more faculty into the fold to write an Implementation Grant proposal after the planning process concludes.

The Planning Committee will also develop relationships with other local landowners, nonprofits, and organizations of interest for reading, narrating, and mapping experiences of the Anthropocene in the suburbs. Site visits will allow the Planning Committee to develop meaningful activities crossing these course arrangements.

Using environmental studies as one of our models, the planning grant aims to make accessible the benefits of a broad interdisciplinary approach to both humanists and scientists. The College's Teaching and Learning Institute (TLI), which has provided modest support for team course planning in the past, will be an important partner in this process. The Planning Committee intends to bring their experiences of curricular planning to the campus through the TLI's existing outlets—common hours, salons, guest speakers, and learning circles.

Summary Assessment

We will measure success through the planning year in multiple ways. First, we will assess the effectiveness of reading choices, experiential learning, and new technologies by asking all members of the planning team to develop a reflective portfolio, in which they document the effects of these experiences on themselves as teachers and learners. With this form of documentation in hand, we will be well-positioned to make changes when needed during the planning year. By mid-point through the year, course development should begin; thus, another measure of effectiveness will be creation of syllabi for review by the college's Academic Council. The assessment strategy will culminate in a "Lessons Learned" white paper for internal reflection and for broader dissemination.

We will assess the feasibility of implementation in a few key ways: first, by determining that we have sufficient coursework to constitute a Core Focus Concentration, or linked thematic clusters, and second, by ensuring that we have sufficient interested faculty to sustain the project beyond the initial phase. We will also reflect on our processes as a group, assessing the strengths and challenges of our collaboration to target areas for improvement going forward.

Trajectories of Transformation

Appendix A. Work Plan

The team will begin work on the project in June of 2018 for the entire academic year, wrapping up in May of 2019 and preparing a proposal to the NEH Humanities Connections program for the implementation phase of the project should the planning phase reach its projected outcomes of creation of reflective portfolios by Planning Committee members, development of syllabi, and creation of a possible Core Focus Concentration under the Ursinus catalogue rules.

Under the direction of the two co-Directors of the project, the first meeting of the Committee will be held in Summer of 2018, bringing together the faculty, staff, and community members invited to the Committee. A firm plan for outside member input will be laid out at this time, including expectations for these members who are not on-campus. Readings will be distributed by paper or through our Canvas online learning system.

On-campus members will meet biweekly during the summer and the semester. Texts will be discussed in small group settings. The first of the planned workshops for faculty outside the planning committee, specifically pertaining to GIS and other digital liberal arts tools, will be planned in Summer 2018. Workshops will be conducted throughout the academic year.

As courses are developed, the Committee intends to submit them to Academic Council for approval by the faculty, per the Faculty Handbook rules. These applications for new course descriptions should be prepared by Spring 2019.

Schedule of Activities:

Award Start Date: June 2018

Award End Date: May 2019 (12 months)

Summer 2018: Constitute Trajectories of Transformation Planning Committee; biweekly meetings of the Steering Committee begin; committee begins business with readings of shared texts by constituent members; plans workshops for faculty; makes site visits to critical outside entities including Natural Lands Trust, Perkiomen Creek Watershed, and others; curriculum development begins and plays out over entire summer. Project Directors lead the Planning Committee as well as monitor progress of curriculum development, workshops, continuing education, and the programmatic advancement through College processes. The first of several site visits begins.

Fall 2018: Semester begins; biweekly meetings continue. External members of committee attend at least one meeting during semester. Drafts of curriculum submitted to Planning Committee co-Directors for scheduling, distribution and discussion. Site visits continue.

Spring 2019: Final drafts of curriculum submitted. External members of committee attend at least one meeting during semester. Co-Directors attend NEH Humanities Connections Conference. Site

visits continue. Committee considers application for implementation grant and begins preparation for expected October 2019 deadline.

Appendix B. Readings and Resources:

Books

¹*Specifically about SE PA*, ²*Inclusion of extensive material about or directly relevant to SE PA*

Barraclough, Laura R. *Making the San Fernando Valley: Rural landscapes, urban development, and white privilege*. Vol. 3. University of Georgia Press, 2011.

¹Black, Brian C. and Michael J. Chiarappa, eds *Nature's Entrepot: Philadelphia's Urban Sphere and its Environmental Thresholds*. (2012): 187-206.

Boone, Christopher, and Ali Modarres. *City and environment*. Temple University Press, 2009.

Brown, David L., and Louis E. Swanson, eds. *Challenges for rural America in the twenty-first century*. Penn State Press, 2004.

Bruegmann, Robert. *Sprawl: A compact history*. University of Chicago press, 2006.

Cadieux, Kirsten Valentine, and Laura Taylor, eds. *Landscape and the ideology of nature in exurbia: Green sprawl*. Routledge, 2013.

Colten, Craig E. *An unnatural metropolis: Wrestling New Orleans from nature*. LSU Press, 2006.

Corey, Steven H., and Lisa Krissoff Boehm, eds. *The American urban reader: history and theory*. Routledge, 2011.

Cronon, William. *Changes in the land: Indians, colonists, and the ecology of New England*. Hill and Wang, 2011.

Cronon, William. *Nature's metropolis: Chicago and the Great West*. WW Norton & Company, 2009

Cronon, William. *Uncommon ground: toward reinventing nature*. New York: WW Norton & Company, 1995.

deCerteau, Michel. *The Practice of Everyday Life*. Berkeley: UC Press, 2011.

¹Dorst, John D. *The written suburb: An American site, an ethnographic dilemma*. University of Pennsylvania Press, 1989.

Duncan, Nancy. *Landscapes of privilege: The politics of the aesthetic in an American suburb*. Routledge, 2004.

Falck, Zachary JS. *Weeds: An environmental history of metropolitan America*. University of Pittsburgh Press, 2010.

Fairfax, Sally K. *Buying nature*. MIT, 2005.

Gandy, Matthew. *Concrete and clay: reworking nature in New York City*. MIT Press, 2003.

Hanlon, Bernadette, John Rennie Short, and Thomas J. Vicino. *Cities and suburbs: New metropolitan realities in the US*. Routledge, 2009.

Hayden, Dolores. *A field guide to sprawl*. WW Norton & Company, 2004.

Hayden, Dolores. *Building suburbia: Green fields and urban growth, 1820-2000*. Vintage, 2009.

Head, Lesley M., and Patricia A. Muir. "Backyard: nature and culture in suburban Australia." (2007).

Jackson, Kenneth T. *Crabgrass frontier: The suburbanization of the United States*. Oxford University Press, 1987.

Jenkins, Virginia. *The lawn: a history of an American obsession*. Smithsonian Institution, 2015.

Klepeis, Peter, and Nicholas Gill. "The Paradox of Engagement: Land Stewardship and Invasive Weeds in Amenity Landscapes." *A Comparative Political Ecology of Exurbia*. Springer International Publishing, 2016. 221-243.

Kosek, Jake. *Understories: The political life of forests in northern New Mexico*. Duke University Press, 2006.

Macfarlane, Robert. *Landmarks*. Penguin UK, 2015.

Massey, Doreen. *Space, Place, and Gender*. Minneapolis: U of Minnesota Press, 1994.

McNeill, J. R., & Engelke, P. (2016). *The great acceleration*. Harvard University Press.

Mitchell, Don. *The lie of the land: Migrant workers and the California landscape*. U of Minnesota Press, 1996.

Moore, Donald S., Jake Kosek, and Anand Pandian, eds. *Race, nature, and the politics of difference*. Duke University Press, 2003.

²Mozingo, Louise A. *Pastoral capitalism: a history of suburban corporate landscapes*. MIT Press, 2016.

Nading, Alexander M. *Mosquito trails: ecology, health, and the politics of entanglement*. Univ of California Press, 2014.

Ogden, Laura A. *Swamplife: people, gators, and mangroves entangled in the Everglades*. University of Minnesota Press, 2011.

Pittman, Craig, and Matthew Waite. *Paving paradise: Florida's vanishing wetlands and the failure of no net loss*. Gainesville, FL: University Press of Florida, 2009.

Robbins, Paul. *Lawn people: How grasses, weeds, and chemicals make us who we are*. Temple University Press, 2012.

Roe, Maggie, and Ken Taylor, eds. *New cultural landscapes*. Routledge, 2014.

²Rome, Adam. *Bulldozer in the Countryside*. Cambridge: Cambridge University Press, 2001.

¹Rybczynski, Witold. *Last harvest: From Cornfield to New Town: Real estate development from George Washington to the builders of the twenty-first century, and why we live in houses anyway*. Simon and Schuster, 2008.

Sandberg, L. Anders, Gerda R. Wekerle, and Liette Gilbert. *The Oak Ridges Moraine battles: Development, sprawl, and nature conservation in the Toronto region*. University of Toronto Press, 2013.

Sayre, Nathan F. *Ranching, endangered species, and urbanization in the Southwest: Species of capital*. University of Arizona Press, 2006.

Sellers, Christopher C. *Crabgrass crucible: Suburban nature and the rise of environmentalism in twentieth-century America*. Univ of North Carolina Press, 2012.\

Steinberg, Ted. *Down to earth: nature's role in American history*. Oxford University Press, 2002.

Steinberg, Theodore. "American green: The obsessive quest for the perfect lawn." (2006).

¹Stroud, Ellen. "Nature Next Door: Cities and the Rebirth of Northeastern Forests." (2012).

²Taylor, Laura E., and Patrick T. Hurley, eds. *A comparative political ecology of exurbia: planning, environmental management, and landscape change*. Springer, 2016.

Tsing, Anna Lowenhaupt. *The mushroom at the end of the world: On the possibility of life in capitalist ruins*. Princeton University Press, 2015.

Tuan, Yi-Fu. *Topophilia: A Study of Environmental Perception, Attitudes, and Values*. Englewood Cliffs, NJ: Prentice-Hall, 1974.

Walker, Peter A., and Patrick T. Hurley. *Planning paradise: Politics and visioning of land use in Oregon*. University of Arizona Press, 2011.

Walker, Richard A. *The country in the city: the greening of the San Francisco Bay Area*. University of Washington Press, 2009.

Wark, McKenzie. *Molecular red: Theory for the Anthropocene*. Verso Books, 2015.

Williams, Raymond. *The country and the city*. Vol. 423. Oxford University Press, USA, 1975.

Journal Articles and Book Chapters

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Boone, Christopher G., et al. "Landscape, vegetation characteristics, and group identity in an urban and suburban watershed: why the 60s matter." *Urban Ecosystems* 13.3 (2010): 255-271.

Bowden, Gary. "An Environmental Sociology for the Anthropocene." *Canadian Review of Sociology/Revue canadienne de sociologie* 54.1 (2017): 48-68.

Cadieux, Kirsten Valentine. "Competing discourses of nature in exurbia." *GeoJournal* 76.4 (2011): 341-363.

Cameron, Emilie. "New geographies of story and storytelling." *Progress in Human Geography* 36.5 (2012): 573-592.

Castree, Noel. "The Anthropocene and geography I: the back story." *Geography Compass* 8.7 (2014): 436-449.

Castree, Noel. "Geography and the Anthropocene II: Current contributions." *Geography Compass* 8.7 (2014): 450-463.

Castree, Noel. "The Anthropocene and geography III: future directions." *Geography Compass* 8.7 (2014): 464-476.

Castree, Noel. "The Anthropocene and the environmental humanities: extending the conversation." *Environmental Humanities* 5.1 (2014): 233-260.

Chakrabarty, Dipesh. "Humanities in the Anthropocene: The crisis of an enduring Kantian fable." *New Literary History* 47.2 (2016): 377-397.

Cooke, Benjamin, and Ruth Lane. "Re-thinking rural-amenity ecologies for environmental management in the Anthropocene." *Geoforum* 65 (2015): 232-242.

Cook, Brian R., Lauren A. Rickards, and Ian Rutherford. "Geographies of the Anthropocene." *Geographical Research* 53.3 (2015): 231-243.

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