

NCGE Partner Network: First Quarterly Meeting

When: Monday, 18 March 2024 at 7pm EDT

Zoom Link: <https://bit.ly/mar24quarterly>

All are welcome to attend the first quarterly meeting of the NCGE Partner Network. The meeting agenda and notes will be posted in the next *Field Notes* issue. Topics to discuss include:

- Best practices for the NCGE Connect platform.
- Geography education research and professional development projects across the network.
- Prospects for 2024 events involving two or more members of the Partner Network.
- Programming for the October 2024 NCGE Conference in Tempe, Arizona.

Giant Map Census

Does a member of your professional network have a giant map? Let us know by filling out this Giant Map Census form:

<https://bit.ly/giantmapcensus>

A consistent piece of feedback from NCGE membership is finding ways to better facilitate knowledge and distribution of giant maps within and among the states.

A longer-term wish would be to seek ways to fund the cartography and distribution of giant maps through NCGE.

At the end of this issue is a bibliography of giant map resources from *The Geography Teacher* and *Journal of Geography*.



Source: University of Colorado-Colorado Springs

NCGE and the International Geographical Union

On 4 March 2024, the NCGE Board of Directors unanimously endorsed the International Geographical Union's Commission on Geographical Education (IGU-CGE) as the organization charts its goals for 2024-2028. Among the numerous objectives included improving collaboration with other geography education organizations, such as NCGE. Special thanks to Dr. Sarah Bednarz for helping to broker this partnership.



Good News

Utah Geographic Education Working Group

By Phillip Hare, 2024 President-Elect of NCGE



The Utah Council for the Social Studies approved the creation of the Utah Geographic Education Working Group. This initiative will build on the work of UCSS to develop resources for effective geographic education aligned with Utah K-12 standards, build instructional capacity through professional development, and improve communication among geography educators from K-12 and pre-service to higher education. With geography required for high school graduation, a strong AP Human Geography community, and geography standards embedded within elementary and middle schools grades, Utah offers many opportunities to promote effective geographic education.

Women’s History Month and Expanding Representation

Every March, we acknowledge the challenges and celebrate the accomplishments of women in the discipline of geography. Dr. Janice Monk was especially influential in documenting the experiences of women throughout geography’s history. Writing in the *Journal of Geography* in 1983, Monk outlines five recommendations for the geography curriculum which remain relevant today:

- Make stylistic changes to geography materials (e.g., substituting “human” for “man”, incorporating women in landscape photographs).
- Recognize women’s contributions to geography.
- Develop novel and engaging ways to highlight women’s experiences of places.
- Explore the wide range of women’s experiences of places.
- Integrate gender as a lens for understanding the world.

In a later article, Monk (1999) notes that NCGE organized a task force called Underrepresented Groups in Geography in 1991. More than three decades have passed since this initiative. A new NCGE task force could be developed to provide an update on the status of gender and ethnic representation in American geography education. Groups like the American Association of Geographers and the American Geographical Society are already directing institutional energy toward these topics. NCGE has an opportunity to play a role in this collaborative effort.

References

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Dr. Larianne Collins



2022 Past President Spotlight: Larianne Collins

Dr. Larianne Collins has been a prolific scholar and advocate of geography education. As 2022 NCGE President, Collins helped put on the organization’s first in-person conference following the COVID-19 pandemic. Such a task is no short order. Collins did an excellent job of managing member expectations and navigating uncertainties.

One takeaway from Collins’s presidency included challenging the community to come up with the “Big Questions in Geography Education.” That prompt remains open to discussion and contributions from membership. In the spirit of Dr. Collins’s forward thinking, perhaps a team of geography educators might pen a future *Journal of Geography* article that attempts to provide an in-depth rationale for geography education’s big questions. For further reading, check out the list of works by Collins at the end of this issue.

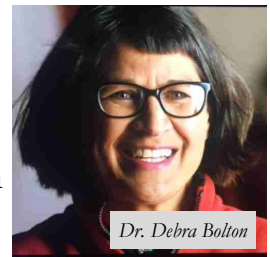
Member Checklist



- Submit a proposal for NCGE’s 2024 conference by 31 March 2024!**
- Attend at least one NCGE webinar this year.
- Read at least one article per week from the *Journal of Geography* or *The Geography Teacher*.

NCGE Member Updates

- Dr. Debra Bolton of Kansas State University and the Kansas Geographic Alliance has accepted a Research Fellow position with Haskell Indian Nations University to work on *Rising Voices, Changing Coasts*, a \$20-million NSF project led by Dr. Daniel Wildcat addressing effects of climate change on coastal Indigenous populations in Alaska, Hawai’i, Puerto Rico, and the Louisiana Gulf Coast. [To learn more about *Rising Voices, Changing Coasts*, click here.](#)
- Dr. William Wetherholt of Frostburg State University gained public visibility for his use of an Augmented Reality Sandbox to teach physical geography. [To read more about Wetherholt’s work, click here.](#)
- Dr. Thomas Herman of San Diego State University and the California Geographic Alliance has agreed to take over the National Council for the Social Studies (NCSS) Geography Community.



Call for Book Chapter Proposals

Teaching Holocaust Geographies in Middle and Secondary Schools

Jeffrey C. Eargle and Michael Mewborne are putting together an edited book entitled *Teaching Holocaust Geographies in Middle and Secondary Schools: Promoting Inquiry into Space, Persecution, and Civic Engagement*. NCGE members are encouraged to submit a chapter proposal. Topics include but are not limited to:

- Analyzing the Nuremberg Laws through Legal Geography
- Examining the Development of Infrastructure to Perpetrate Genocide
- Exploring Spatial Thinking in Survivor Testimony
- Studying the Holocaust in Borderlands
- Inquiry into Pre-War Jewish Life as a Study in Cultural Geography
- Understanding the Role of Geographers as “Desk Murderers” During the Holocaust

From the call for proposals:

“Proposals should be single-spaced, and consist of your name(s) and affiliation(s), email address(es), a tentative title, and chapter summary (1,000 words). On a new page following the proposal, please provide a brief biography (200-300 words) and relevant professional publications or presentations for each author. All proposals should be sent as a single Word document to Jeff Eargle (earglej@mailbox.sc.edu) by March 31, 2024.”

The Geography Teacher in Action

[“Trade in the Ancient World—Evidence from a Shipwreck”](#)

In February 2024, I devoted 50 minutes of my college human geography class to Dr. Phil Gersmehl’s lesson plan on the origins of items found on a ship that sunk in Southeast Asia in 830 C.E. Published in *The Geography Teacher* in 2018, the lesson shows how interconnected the world was at this time. Three aspects made it work:

- (1) Prep time was minimal because I just needed to print off a one-page handout.
- (2) The subject matter connects to a wide variety of curriculum topics, such as world history, economic geography, cultural diffusion, migration, natural resources, etc.
- (3) Students liked the step-by-step instructions for diagramming the map included on the handout. Teachers will also appreciate the brief lesson overview and direct connection to the C3 Framework.

What Did People Trade in the Ancient World? Evidence from a Shipwreck

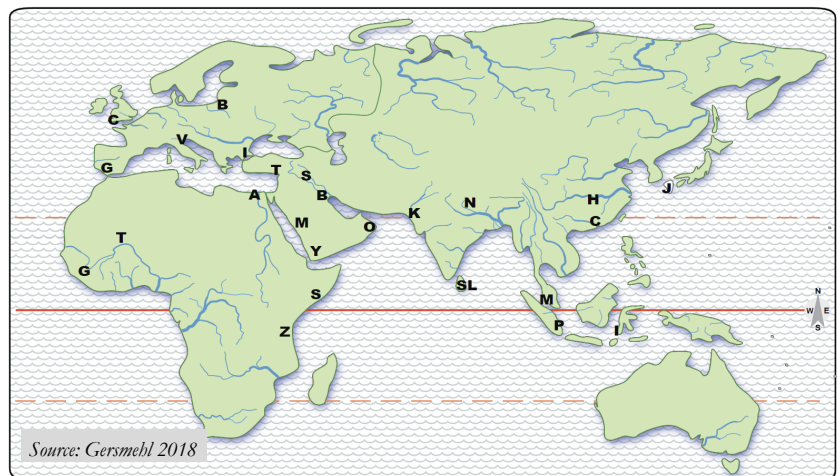


Figure 1. Locations associated with an ancient shipwreck discovered near Palembang.

Reference

Gersmehl, P. 2018. Trade in the ancient world—evidence from a shipwreck. *The Geography Teacher* 15(1): 19-20. doi: 10.1080/19338341.2017.1413000

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Giant Maps Resources

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Dr. Larianne Collins (2022 NCGE President)

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About Me: Thomas Larsen

I am grateful to serve as NCGE President for 2024. I was born in Kansas City, MO and obtained my geography degrees from the University of Missouri and Kansas State University. I currently serve as Assistant Professor of Instruction in the Department of Geography at the University of Northern Iowa. Alongside Dr. Lisa Tabor, I am Co-Coordinator of the Geographic Alliance of Iowa (GAI). I care deeply about NCGE and its three-pillar plan to promote (1) Member Excellence, (2) Program Excellence, and (3) Partner Excellence. Through these *Field Notes*, I highlight what is happening at NCGE, celebrate the accomplishments of our members, and share resources and current events.