

## **Abstracts**

### **Geographic Information Systems (GIS) in Support of Service Learning Course Content in and Undergraduate Urban Geography Course**

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Demonstration modules designed to improve the delivery of geographical and spatial concepts to students enrolled in an undergraduate course, Urban Geography, were developed at the Center for Spatially Integrated Social Science (CSISS) Spatial Perspectives on Analysis for Curriculum Enhancement (SPACE) 2004 summer workshops. Under the current course format, enrollees are required to collect population, socioeconomic, environmental and other data for urban areas of their choice. The data are then to be used to formulate questions and subsequently be developed into term projects. During selected class periods, each student's data are incorporated into the demonstration modules and presented by the instructor. Thus, all students are exposed to a visual array of GIS and spatially-based methods for analyzing the dynamics of urban environments. The modules prove effective in communicating geographical concepts to students, many of whom have little to no exposure to geography as there are no prerequisites for the course.

### **Notes on Building A Critical Sociological Pedagogy for Spatial Analysis: Adventures in Oxymorons**

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Developing a successful pedagogy for spatially oriented social science is a challenge, due to an overemphasis on analytical tools and training to manipulate such tools (like ArcGIS), coupled with an often rigorous and involved explication of quantitative methodology, regression statistics, and empiricist philosophy. While these are certainly necessary referents for spatial analysis, they are hardly exhaustive or even adequate as what may be seen as a complete geographic information system which must contemplate the human dimension, not merely as a variable to be controlled for in a statistical model, but in fact as part and parcel of the phenomena that defines the meaning and conceptualization of the social space itself. How can a critical sociologist make use of the insights of spatial analysis in courses without either committing themselves to an alternative disciplinary narrative tradition or to a blind ideological acceptance of a radical empiricism?