

**T CORE 114B:
INTRO TO HUMANITIES**

EXPERIENCING THE CITY

WINTER 2016

Meeting : T/TH 8:00 – 10:05
Location : JOY 206

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Office Hours : after class, by appt
Location : KEY 206



Yves Klein, *Into the Void*, 1958

COURSE DESCRIPTION

How we think about cities directly influences how we plan, build, and live in cities. But what informs our thoughts about cities? In many cases, our thoughts come from our own lived experiences, our daily interactions with the different people, practices, and spaces of the city itself. But our *perceptions and expectations* of urban environments—especially environments that we do not routinely experience first hand—are silently shaped by representations of cities within popular culture (film, television, literature, art, music, etc.) and news media. Through such representations, we learn what different urban places are like, or might be like, or could become, based on an image of the city. We formulate opinions about “good” places and “bad” places; we make decisions about places to visit or avoid, remember or forget; and, perhaps most importantly, we draw conclusions about the people, the lives, and circumstances of places we live in *and* of places we may never see.

The objective of this course is to examine some of the ways in which cities are represented, and to consider the effects on our perceptions of urban spaces, on cities themselves, and on the ways cities are planned, organized, and experienced. The broader course goal is to induce curiosity about the world around us; experience first hand the ways in which cities make us *feel*; and develop critical skills of ‘reading’ the image of the city. By the end of the course, students will have developed an understanding of how cities are represented, an awareness of the effects of different forms of representation and the motivations that inform them.

CORE

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus

composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you'll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

LEARNING OBJECTIVES

Inquiry and Critical Thinking

- Inquiry & problem solving: collect, evaluate, and analyze information and resources to solve problems or answer questions.
- Research methods & application: approach complex issues by taking a large question and breaking it down into manageable pieces.
- Synthesis & context: make meaningful connections among assignments and readings in order to develop a sense of the 'big picture.'

Communication/Self-Expression

- Analysis: identify, analyze, and summarize/represent the key elements of a text.
- Expression of ideas: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

Global Perspective – Diversity – Civic Engagement

- Global perspective: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
- Diversity: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

Introduction to Humanities (VLPA)

- Demonstrate an ability to situate one's self in relation to a broader human context
- Demonstrate an ability to critically read an artistic, literary, or historical text or artifact
- Demonstrate an ability to analyze a text or artifact by applying a theoretical or aesthetic framework

CLASSROOM PHILOSOPHY

I believe we all bring different life experiences with us into the classroom, and being in the classroom is a unique privilege. We've all worked hard to get here in very different ways. Mutual respect among peers is critical for sharing ideas and establishing trust; an honest curiosity about the world opens doors. Embrace the opportunity to learn and to explore!

REQUIRED TEXT AND MATERIALS

All assigned readings for this class will be available through the course Canvas site.

COURSE REQUIREMENTS

The majority of class time in this course will be spent actively: discussing the readings, reviewing examples of urban imagery, and in-class activities and exercises. Please come to every class with the reading due for that day, your reading response, as well as writing material for activities.

The distribution of points is designed to meet a variety of learning needs and offer reinforcement of course material. All four components represent a significant portion of your grade.

Reading assignments: 25% (due almost every class)

Questions for the readings will be designed to develop critical reading skills about the course material. Your reading responses should be around 150-200 words and should address the question(s) posed. However, I also encourage you to explore additional lines of thinking that you find interesting, compelling, confusing, troubling, etc. In a separate paragraph, please feel free to explore additional ideas as you see fit. The lowest 2 scores of quarter will be dropped.

Reading assignments are due at midnight, the night before class. Please bring a physical copy to class to add notes to during discussion.

Writing assignments 35% (according to due dates)

There will be 4 writing assignments this quarter. Each will build on class discussions and readings. Separate handouts will be made available for each assignment with the particular writing requirements.

Classroom participation 20% (due each class)

Classroom participation is important in this class and is a significant portion of your grade. Generally speaking, students are expected to come to each class having completed all the readings or other tasks assigned for that day and to be prepared for active participation in class discussions. Active participation means being alert in class and reading the material prior to the start of class. *Please come with questions you may have about the reading, as a point of clarification, a point of argumentation, a point of reflection, etc.*

Earning full points requires different kinds of engagement: general discussion and active participation in exercises and group work. Every class will not require the same kind of interaction, just come to class excited to learn something new! Also, I know 8am is early, but delayed starts or late arrivals disrupt everyone's learning. First, leaving early or coming in late does not allow you to participate fully. If you have extenuating circumstances that require you to arrive late or leave early, please let me know. Second, being absent means that you are unable to participate in the discussion. Repeated absences will be docked accordingly.

Diary of exploration 20% (due weekly)

Experiencing the city requires being a pedestrian! Moving through the world on foot highlights nuances that are not evident when moving at the speed of a car, and allows us to let our mind wonder and thinking about the environment as we move through it.

You will take a total of 10 weekly walks to document your experience and reflect on your changing understanding of the world. Your weekly entries must include both photographs and written thoughts about your experience. This activity should be viewed as fun and exploratory, so add the appropriate 'interest' to make it enjoyable! There are very few rules for the 'content' of this portion, or what you choose to think about or comment on.

However, rules or guidelines can be productive for structuring activity:

1. Only walk where you feel safe to walk. This feeling of safety will likely change from one week to the next, and will change based on your familiarity of a particular place. But your safety is more important than 'pushing boundaries.'
2. You must walk through the same area at least 4 times over the quarter. Repeat exposure changes our perception of a particular area and we tend to notice new things each time.
3. You must take at least 4 new walks over the quarter. While it good to notice a pattern, it's also important to not be creatures of habit.
4. Your route must be at least 1 mile in length. This is 20 minutes of walking at a normal pace, and is just long enough to get into a 'rhythm' of walking and looking. Longer walks are encouraged. 4 short walks of 5 minutes each does not count!
5. Take at least one walk with a friend. These experiences affect what we notice or don't notice. Your narrative account should incorporate how this companion changed your experience.
6. At least half of your walks should be experienced alone, without music. Sound changes our experience of place and can provide new insights and thoughts. *All* should be free from texting or other mediating factors like phone conversations or smart phone activity.
7. At least one walk must incorporate 10 minutes of sitting and observing.
8. Take notes while walking. I often use photographs to remind me about particular aspects, but feel free to take written notes or voice notes for elements that you want to commit to memory. Your final assignment will draw on this diary as the raw material for synthesizing course content and individual experiences.
9. Plan your walk or drift through the city, but refrain from constantly checking a map.
10. One of your walks may use Google Street View.

Deliverable: due at the start of each week. Your submission should include factual information about the walk (when, length, where, weather conditions, companion, etc.) as well as photographs that document your walk (where you turned, something you saw that seemed interesting, etc.) Your notes or reflections can take any form (list, narrative, etc.) and can include thoughts generated during the walk (I remembered I had to call my mom when I saw 'x'). Your final assignment will be to draw on these experiences, so the more detailed and reflective you make these- the more successful the final assignment will be.

ASSESSMENT

The following is a breakdown of course requirements, with point totals:

Class participation:	20% (20 meetings, 2 pt each)
Written assignments	35% (4 total, points vary)
Reading assignments:	25% (17 total, 5 pts each; lowest 2 scores dropped)
Walking diary:	20% (10 entries, 5 pts each)

Partial points will be given, when appropriate.

Late Work

Late work is not generally not accepted. Please upload assignments to canvas by due date, *even if you will not make it to class*. If you know you will miss a class, it is your responsibility to make prior arrangements. This holds especially true if we have planned in-class activities.

For reference, the grade breakdown is as follows:

100-97	4.0	83	2.8	71	1.6
96	3.9	82	2.7	70	1.5
95	3.8	81	2.6	69	1.4
94	3.7	80	2.5	68	1.3
93-92	3.6	79	2.4	67	1.2
91-90	3.5	78	2.3	66	1.1
89	3.4	77	2.2	65	1.0
88	3.3	76	2.1	64-63	.9
87	3.2	75	2.0	62-61	.8
86	3.1	74	1.9	60	.7
85	3.0	73	1.8	< 59	0.0
84	2.9	72	1.7		

COURSE SCHEDULE:

Week 1 : Introduction	
T 01/05	Introduction, syllabus overview. What's a city?
Th 01/07	Bridge, Gary and Sophie Watson. 2000. "City Imaginaries," in <i>A Companion to the City</i> , edited by Gary Bridge and Sophie Watson, pp.7-17 Reading Assignment #1
Week 2 : Environment	
T 01/12	Lynch, Kevin (1960) Excerpt from <i>The Image of the City</i> . Reading Assignment #2
Th 01/14	Williams, Richard. 2005. "Architecture and Visual Culture," in <i>Exploring Visual Culture: Definitions, Concepts, Contexts</i> , edited by Matthew Rampley. Reading Assignment #3 Assignment 1 Due
Week 3 : Images of the city	
T 01/19	Benjamin, Walter. 1968. "The Work of Art in the Age of Mechanical Reproduction" in <i>Illuminations</i> . Reading Assignment #4
Th 01/21	Flusser, Vilem. 2000. Selections from <i>Towards a Philosophy of Photography</i> . London: Reaktion. Reading Assignment #5
Week 4 : Observing the City	
T 01/26	Sorkin, Michael. 2009. Excerpts from <i>Twenty Minutes in Manhattan</i> Reading Assignment #6
Th 01/28	Perec, Georges. 2010. <i>An Attempt at Exhausting a Place in Paris</i> Reading Assignment #7

Week 5 : Walking in the City	
T 02/02	Careri, Francesco. 2002. Excerpt from <i>Walking as an Aesthetic Practice</i> Reading Assignment #8
T 02/04	Solnit, Rebecca. Excerpt from <i>Wanderlust</i> and Benjamin, Walter. Excerpt from <i>The Arcades Project</i> Reading Assignment #9
Week 6 : The filmic city	
T 02/09	Muzzio, Douglas. 1997. "'Decent people shouldn't live here': The American city in cinema," <i>Journal of Urban Affairs</i> , Vol.18, No.2, pp.189-215. Reading Assignment #10
Th 02/11	Screenings Assignment 2 Part A due
Week 7 : As seen on TV!	
T 02/16	Sadler, William J and Ekaterina V. Haskins. 2005 "Metonymy and the Metropolis: Television Show Settings and the Image of New York City," <i>Journal of Communication Inquiry</i> , Vol.29, No.3, pp.195-216; screenings. Reading Assignment #11
Th 02/18	Screenings Assignment 2 Part B due
Week 8 : The city in literature	
T 02/23	Selections: Charles Baudelaire, Edgar Allen Poe, Theodore Dreiser Reading Assignment #12
Th 02/25	Selections: Teju Cole Reading Assignment #13
Week 9 : The new media city	
T 03/01	Hardey, Michael. 2007. "The city in the age of web 2.0." <i>Information, Communication, and Society</i> , 10, 6, pp.867-884. Reading Assignment #14
Th 03/03	Campkin, Ben, and Rebecca Ross. 2012. "Negotiating the City through Google Street View." In <i>Camera Constructs: Photography, Architecture and the Modern City</i> , edited by Andrew Higgott and Timothy Wray. Reading Assignment #15 Assignment 3 Due
Week 10 : Contested city & counter narratives + wrap up	
T 03/08	Davis, Mike. 1990. "Fortress LA," in <i>City of Quartz</i> , pp. 223-263. Reading Assignment #16
Th 03/10	Karasov, Deborah. 2001. "Urban counter-images," in <i>Imaging the City</i> , edited by Lawrence J. Vale and Sam Bass Warner Jr., pp.331-360. Reading Assignment #17
Week 11 : Finals Week	
Th 03/17	Assignment 4 Due

ADDITIONAL INFORMATION AND RESOURCES

Campus grading policies: <http://www.tacoma.uw.edu/enrollment-services/grading-policies>

Teaching and Learning Center: The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.
<http://www.tacoma.washington.edu/tlc/>

Academic Standards/Plagiarism: All student work must be free of plagiarism: to plagiarize is present another person's work as your own. A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others, which requires giving credit where due. Ignorance of proper documentation procedures is the usual cause of plagiarism. However, this ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. If you are uncertain, just ask!

Plagiarism is defined in the University catalog and in the Student Handbook. It is no less of a misconduct violation than vandalism or assault. For more information, please refer to the "Student Academic Responsibility" document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:
<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Library: The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see: <http://www.tacoma.washington.edu/library/>

Electronic Devices: Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

E-mail Policy: http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Student Health Services: Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women's health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwtshs@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer's Hall on Market Street.

Counseling Center (Student Success): The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354.

(http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/)

Disability Support Services (Student Success): The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522.

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

Campus Safety Information: <http://www.tacoma.uw.edu/administrative-services/campus-safety>

Safety Escort Program: For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

In case of a fire alarm: Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake: DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather: Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.