

**T CORE 103F: INTRO TO SOCIAL SCIENCES
INTERVENTION URBANISM AND CITIZEN ACTIVISM**

FALL 2014

Instructor: Dr. Cheryl Gilge



City Repair, Portland

Class: M/W/F 8:00 – 9:20	Office Hours: 9:30 – 10:45 M/W/F
Location: Joy 109	Location: Key 202
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Course Description

2008 marked the year in which 50% of the world's population lived in urban areas, in 2030, it will be 60%. With the amount of territory fixed, population continues to grow. It is estimated that China will build enough skyscrapers by 2030 to fill 10 New York Cities. We see a shortage of water and food supplies, land prices continue to escalate in prosperous markets, while rural and urban territories continue to hemorrhage jobs and opportunities, resulting in a real decline of physical infrastructures. Capital is becoming increasingly fluid while immaterial labor outstrips manual labor prospects. In short, the current contemporary milieu has become untenable for many, and recent events like the Arab Spring and Occupy movements have revealed a deep rupture between the inhabitants of the city and the forces of capitalistic production in relation to the environment in which they live. 'Provisional, informal, guerrilla, insurgent, DIY, hands-on, unsolicited, unplanned, participatory, tactical....' These are words of the opening salvo of a recent international architecture exhibition at the 2012 Venice Biennale.

This course explores the intersection of the urban environment, the creative spatial practices that materially affect it, the citizens that inhabit it and their role within it. Tracing out a series of interventions, strategies and tactics, we will investigate the ways in which the creative design disciplines positively impact the city, expound on the importance of the ‘minimal gesture’ and most importantly, locate ‘agency’ for the individual inhabitant. Throughout the course, we will continually draw from scholarship from the design disciplines, the humanities and social sciences as well as the material practices that emerge, with a practical emphasis on the role New Media can play in facilitating such engagements.

Each week, we will focus on particular thematic spatial condition through a series of case studies and relevant scholarship. Throughout, we will explore notions of subjectivity and agency through philosophical texts in order to locate ourselves within the larger conversation of what it means to ‘be’ in the world today. The primary goal of the class will be to formulate notions of praxis: engaging theory and material practices, in order to sustain an informed discussion and lively debate about our role in society as actors and agents facilitating change.

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

In this course, you will learn to:

- Understand what social science is and be able to differentiate between disciplines.
- Develop a familiarity with social science research methods.
- Learn to view the world and interactions through the lenses of individuals, groups, and societies.
- Demonstrate awareness of social and cultural norms and values beyond your own by critically and ethically engaging the larger social world.
- Interact with concepts, ideas, and processes related to the interdependences between 2 personal, local, and global relationships.
- Find quantitative data to support an argument.
- Approach complex issues by taking a large question and breaking it down into manageable pieces.
- Formulate an original thesis-driven argument and sustain it in both written and verbal communication.
- Express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- Make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

These Learning Objectives are part of a set that is shared among all Core faculty. So you’ll be working towards these same objectives in your other Core classes.

Course specific goals:

Our goals are two-fold. Intellectually, we will explore a rich history of ways of engaging the built environment. Lectures will provide additional information on the readings and will explore

a series of case studies relevant to the weekly topic. A strong emphasis will be placed on understanding the intellectual lineage of modes of engagement in order to generate an informed and fruitful discussion.

As a method of learning, an emphasis will be placed on peer learning and group knowledge production. In the spirit of the course content, many ideas cannot be brought to fruition by one individual; cultivating an environment of collaboration reflects the projects we will study and will provide an important network for future endeavors.

Assignments:

The course is designed to have an interdisciplinary spirit, and with that, an active engagement with each other is critical. Grading emphasis is placed on collective participation and group projects, with the goal of creating a community of engaged individuals over shared ideas.

Deadlines are given for a reason, and its meant to keep us on track and prepared for class. **LATE ASSIGNMENTS ARE NOT ACCEPTED.**

Participation:	20%
Group Project:	20%
Blog Posting:	20%
Weekly Papers:	20%
Quizzes:	20%

Participation:

Active discussion require preparedness on the part of students. 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. There will be many discussions and important information conveyed in class. You are responsible for taking notes, asking questions, and finding a friend to learn what you missed.

Group Project:

groups of 2-3 people will research and propose an intervention based on one of the weekly themes for a site in Tacoma or neighboring community. Deliverables will include renderings of the proposal and a narrative to describe the project. The narrative should include an assessment of the need for the intervention as well as the intended audience, etc. A more detailed handout will be provided during the 2nd week of the quarter and will include specific deadlines.

Blog posting:

Students will contribute to a group blog. Weekly postings should reflect the weekly topic, and can include articles of interest, additional projects, etc. The goal will be to develop a comprehensive site for sharing projects for reference and information for developing group projects, with the intention of developing an ongoing site for future collaboration.

Weekly reading questions and responses:

Each Monday you are responsible for coming up with two to three questions about the reading due for each Monday. The readings assigned for this day are more philosophically oriented and may be more difficult to understand. Questions can be directed at particular areas where it feels unclear for you, or questions can also be more critical of the reading. Questions are due on Canvas, at the start of class.

Reading responses due on Friday and are designed to help you synthesize the reading material and the case studies we examine in class. Your responses should critically engage the material in some way, rather than just a summary, and should show a development of understanding from your questions raised on Monday. Reading responses should be posted to Canvas at the start of class. These responses are designed to be short exercises and will help keep you thinking about the material, therefore responses of 150-200 words are adequate.

You must complete both portions to receive full credit. The lowest score will be dropped from your grade. Grading for this portion will be based on Excellent, Satisfactory, and Neutral grading. Zeroes will be given for inadequate work or work that does not address any of the weekly topics.

Class Schedule of Topics & Readings

Meeting	Reading/ Activity	Due in class
Week 1 : Introduction		
W 9/24	Introduction	
F 9/26	Malcolm Gladwell, <i>The Tipping Point</i> , 3-29	Reading questions
Week 2 : Interstitial space		
M 9/29	Manual Castells, "The Space of Flows," <i>The Rise of the Network Society</i>	Reading questions
W 10/01	Ignasi da-Sola Morales, "Terrain Vague"	
F 10/03	Group project discussion	Reading response
Week 3 : Public Space_Spaces		
M 10/06	Jane Jacobs, "Uses of Sidewalks: Safety," <i>The Death and Life of Great American Cities</i> , 29-54	Reading questions
W 10/08	Ray Oldenburg. <i>The Great Good Place</i> , 1-19 (required) 183-199 (recommended)	
F 10/10	Discussion & group work	Reading response
Week 4 : Public Space_Parks		
M 10/13	Iris Marion Young, "City Life and Difference," <i>Justice and the Politics of Difference</i> , 229-256	Reading questions
W 10/17	Sharon Zukin, "Introduction," <i>Culture of Cities</i>	
F 10/18	Discussion & group work	Reading response
Week 5 : Urban Networks_Pedestrian		
M 10/20	Michel de Certeau, "Walking in the City" in <i>The Practice of Everyday Life</i> , 91-110	Reading questions
W 10/22	Evgeny Morozov, Death of the Cyberflaneur	
F 10/24	Review for Quiz	Reading response

Week 6 : Urban Networks_Alleys & Trucks		
M 10/27	Quiz. Jackson, Austin Alleys & Jennifer Wolch, et al, “The forgotten and the future: reclaiming back alleys for a sustainable city”	Reading questions
W 10/29	no class : away at ACSP Conference	Reading response
F 10/31		
Week 7 : Urban Networks_Bicycle		
M 11/03	Jan Gehl, selections from Cities for People	Reading questions
W 11/05	Douglas Gordon, Guerilla Bikes	
F 11/07	Discussion & group work	Reading response
Week 8 : Mapping		
M 11/10	Michael Goodchild, “Citizens as Sensors: The World of Volunteered Geography”	Reading questions
W 11/12	Jason Farman, “Mapping the Digital Empire: Google Earth and the Postmodern Cartography”	
F 11/14	Discussion & group work	Reading response
Week 9 : Urban Farming		
M 11/17	Lorraine Johnson, The City Farmer	Reading questions
W 11/19	Fritz Haeg, Edible Estates: Attack on the Front Lawn	
F 11/21	Discussion & group work	Reading response
Week 10 : Space of Play		
M 11/24	Mark Purcell, Lefebvre’s Right to the City	Reading questions
W 11/26	Situationists. Detournement as Negation and Prelude	
F 11/28	no class: Thanksgiving	
Week 11 : Space of Play (continued) + wrap up		
M 12/01	group work	Reading response
W 12/03	presentations	
F 12/05	review	
Week 12 : Finals Week		
M 12/08	Final Exam : 8:00 – 10:05 am	
F 12/12	Final project due	by 12pm

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/> (Links to an external site.)

Academic Standards/Plagiarism

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. 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. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. 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.

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> (Links to an external site.)

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/> (Links to an external site.)

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 (Link to external site.)

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/
(Links to an external site.)

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 [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/
(Links to an external site.)

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