

**T CORE 104B:
INTRO TO HUMANITIES**

EXPERIENCING THE CITY

FALL 2014

Meeting : M/W/F 11:00 – 12:20
Location : TLB 109

Instructor : Dr. Cheryl Gilge
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Office Hours : 9:30 – 10:45
Location : KEY 202



Yves Klein, *Into the Void*, 1958

COURSE DESCRIPTION

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

The purpose of this course is to examine some of the ways that cities are represented and to consider the effects of such representations on our perceptions of urban spaces, on cities themselves, and on the ways cities are planned, organized, and experienced. The overall goal is that by the end of the course students will have developed an understanding of how cities are represented as well as an awareness of the effects of different forms of representation and the motivations behind 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 in to the classroom, and being in the classroom is privilege. We've all worked hard to get here in very different ways. Mutual respect among peers is critical and an honest curiosity of 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 on discussion of the readings, review of various examples of urban imagery, and in-class assignments. The distribution of points is designed to meet a variety of learning needs and offer different types of reinforcement of course material. While classroom participation is essential, all work will be turned in via canvas. Save a Tree!

Classroom participation

Classroom participation is important in this class. 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! But! This also means leaving early or coming in late does not allow you to participate fully.

Quizzes

There will be two quizzes given during the term. Quizzes will be closely linked with reading assignments and in-class discussions. The format and content of the quizzes will be discussed in detail during the term.

Assignments

There are five short research/writing assignments in this course. Assignment One is linked with Assignment Five in a way that builds through the term. The other Assignments are connected with particular themes from the readings. All Assignments must be typed and properly formatted to receive points. Assignment descriptions will be posted on Canvas.

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. 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 at the start of class. It is designed to help you synthesize the material and the examples during class. Your responses should critically engage the material in some way and should show a development of understanding from your questions raised on Monday. These responses are designed to be short exercises and will help keep you thinking about the material, therefore responses of 100-150 words are adequate.

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.

Late Work

Late work is not accepted. Please upload assignments to canvas by the start of class, *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 with me.

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

Participation: 30% (30 pts, 1 per class)
 Quizzes: 20% (2, 10 pts each)
 Assignments 30% (5 total, varies)
 Weekly Papers: 20% (10 weeks, 2 pts)

Partial points will be given, when appropriate.

The grade breakdown is as follows:

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

Course schedule:

Meeting	Reading/ Activity	Due in class
Week 1 : Introduction		
W 9/24	Introduction, syllabus overview	
F 9/26	Bridge, Gary and Sophie Watson (2000) "City Imaginaries," pp.7-17 in Gary Bridge and Sophie Watson (Eds) <i>A Companion to the City</i> . New York: Blackwell	Reading questions Assignment 1 due
Week 2 : Images		
M 9/29	Benjamin, Walter. 1968. The Work of Art in the Age of Mechanical Reproduction in <i>Illuminations</i> .: New York: Harcourt Brace.	Reading questions
W 10/01	Flusser, Vilem. 2000. Selections from <i>Towards a Philosophy of Photography</i> . London: Reaktion.	
F 10/03	in class discussion	Reading response
Week 3 : Environment		
M 10/06	Lynch, Kevin (1960) <i>The Image of the City</i> . Cambridge [Mass.]: Technology Press.	Reading questions
W 10/08	Williams, Richard (2005) Architecture and Visual Culture. In <i>Exploring Visual Culture: Definitions, Concepts, Contexts</i> , edited by Matthew Rampley. Edinburgh: Edinburgh University Press.	
F 10/10		Reading response
Week 4 : The city in film		
M 10/13	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 questions
W 10/17	screenings	
F 10/18	in class discussion	Reading response
Week 5 : The city in television		
M 10/20	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	Reading questions
W 10/22	screenings, discussion	
F 10/24	Quiz review, discussion	Reading response

Week 6 : Midterm & Music!		
M 10/27	Share your favorite ‘Urban’ music video! quiz, discussion, looking ahead	Assignment 2 due
W 10/29	no class : away at ACSP Conference	
F 10/31		
Week 7 : The city in literature		
M 11/03	Collins, Philip (1987) “Dickens and the city,” pp.101-121 in William Sharpe and Leonard Wallock (Eds) <i>Visions of the Modern City</i> . Baltimore: The Johns Hopkins Press.	Reading questions
W 11/05	Selections from literature	Reading response
F 11/07	in class discussion	
Week 8 : The city in the news		
M 11/10	Dreier, Peter (2005) “How the media compound urban problems,” <i>Journal of Urban Affairs</i> , Volume 27, Number 2, pages 193–201	Reading questions
W 11/12	Dixon, Travis L. and Daniel Linz (2000) “Overrepresentation and underrepresentation of African Americans and Latinos as lawbreakers on television news,” <i>Journal of Communication</i> , Spring 2000, pp.131- 154.	Reading response
F 11/14	in class exercise	
Week 9 : The city in new media		
M 11/17	Hardey, Michael (2007) "The city in the age of web 2.0." <i>Information, Communication, and Society</i> , 10, 6, pp.867- 884.	Reading questions
W 11/19	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. Burlington, Vt.: Ashgate Pub. Co.	Reading response
F 11/21	discussion	
Week 10 : Marketing the city		
M 11/24	Avraham, Eli (2004) Media strategies for improving an unfavorable city image. <i>Cities</i> , 21, 6, pp.471-479.	Reading questions
W 11/26	in class exercise/discussion	Assignment 3 due
F 11/28	no class: Thanksgiving	

Week 11 : Contested city & counter narratives + wrap up		
M 12/01	Davis, Mike (1990) "Fortress LA," pp. 223-263 in <i>City of Quartz</i> . New York: Verso.	Reading questions
W 12/03	Karasov, Deborah (2001) "Urban counter-images," pp.331-360 in Lawrence J. Vale and Sam Bass Warner Jr. (Eds) <i>Imaging the City</i> . New Brunswick: Center for Urban Policy Research.	Assignment 4 due
F 12/05	Review & wrap up	
Week 12 : Finals Week		
TBD	Final Exam	
F 12/12	Assignment 5 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/> (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 (Links to an 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 [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/ (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