NEW COURSE APPLICATION

University of Washington
Curriculum Review Committee

College or School Department Date
School of Urban Studies 9/10/19

Course Title Credits
Social Production of Space 5

Abbreviated title for transcripts (not to exceed 19 characters, including spaces, Type in CAPS):
Soc Prod Space

1. PURPOSE OF REQUEST
   X ☐ Permanent new course, to be effective Spring Quarter 2020.
   ☐ Temporary new course, to be offered beginning Quarter 20 through Quarter 20.
   ☐ Extension of a temporary new course, to be offered beginning Quarter 20 through Quarter 20.
   ☐ Conversion of a temporary new course, to be offered beginning Quarter 20.
   ☐ Equivalent/Overlapping new course to be offered beginning Quarter 20 (Complete section 8)

   ☐ Add Distance Learning (DL) status (Complete section 7)
   ☐ Permanent CR/NC grading only
   ☐ Enforce automatic cancellation of registration if prerequisites not met (undergraduate classes only)
   ☐ Application is accompanied by an application to drop or change an existing course that has the same course number as the course requested here.
   ☐ Add course to the following approved major/minor/option elective lists:

   Attach a course syllabus/outline and reading list if this course will be offered for more than one quarter.

2. JUSTIFICATION and CONTACT INFORMATION
   Explain why this course is being proposed, including its relationship to your overall curriculum and what comes before and after this course. Please list contact information for individual(s) submitting this application. (Attach additional sheet if necessary.)

   This course is a new addition to the Urban Design undergraduate major. Studio courses and historical/theory overview courses have already been established, but students need to have sustained engagement with concepts related to the social production of space. It is essential that our graduates understand how social relations (e.g., gender, race, class) shape our spaces AND are shaped by the built landscape. This course will address these issues.

   Contact Name: Lisa Hoffman
   Phone: 253-692-5895
   Email: hoffmanl@uw.edu
   Box #: 358437

3. CATALOG DATA/COURSE DESCRIPTION
   If course is below the 500 level, the department can recommend that it be accepted toward the following undergraduate general education requirements. Check all applicable categories Areas of Knowledge ☐ VLP ☐ I&S ☐ NW ☐ QSR ☐ C ☐ DIV

   Catalog description (Must be double spaced)
   (50-word limit)

   Introduces how space is not a container or thing, but is part of social processes and power relations. Examines how space is socially produced and how social relations are shaped by the built landscape. Topics include gender, class, race/ethnicity, disability. Emphasizes integration of theoretical positions and ideas into students' work.
Optional Catalog information (include only if you want this information listed in the *General Catalog description*):

Names and ranks of probable instructors (Include curriculum vitae for any instructor not now on the University faculty)

Quarter(s) offered (A, W, Sp, S) ________________________________________________

COMPLETE OTHER SIDE OF THIS FORM
4. CREDITS AND HOURS

a. Instructional and Additional hours: 1 credit represents a total time commitment of 3 hours per week of student effort.

<table>
<thead>
<tr>
<th>Instructional hours per week (complete 7a instead of 4a if course offered only as a DL course).</th>
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<tbody>
<tr>
<td>Lecture</td>
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<td>Laboratory</td>
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<td>Quiz section</td>
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<td>Studio</td>
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<td>Seminar</td>
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<td>*Other</td>
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*Attach explanation and justification for “other” instructional hours.*

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<th>TOTAL WEEKLY INSTRUCTIONAL HOURS:</th>
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<th>How many hours in addition to the instructional hours will a student be expected to spend each week in preparation for this course?</th>
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<tr>
<td>TOTAL WEEKLY ADDITIONAL HOURS:</td>
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<tr>
<th>TOTAL WEEKLY INSTRUCTIONAL AND ADDITIONAL HOURS:</th>
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b. If variable credit, how will the number of credits awarded be related to the amount of student effort required?

c. How will students be evaluated for credit or grades? Provide specific information on assignments, projects, exams, etc. and relative % for each area.

Participation = 15%

What does participation mean?
1. You come to class and activities as a prepared, informed participant (i.e., complete the listed readings before coming to class)
2. You contribute to discussions (if this is going to be a problem for you in a large class, see me the first week of class for other arrangements)
3. You are an active, informed participant in all course activities. See below for various opportunities.

Everyone begins with an A in participation. Keep up with the readings and participate and you will keep your A.

There are a number of ways to show participation each week.
- Participate in class discussions as an informed classmate (i.e., do the readings before class). This does NOT mean understanding everything – ask informed questions, raise issues related to the readings, etc. I want you to think with and through the course material.
- Participation in constructing a course glossary.
- Post a question you have and/or are asking yourself as you read a text. This must be posted prior to class time.
- Volunteer to provide “Class Minutes” that will summarize the main discussion points from the class (my class notes will be posted after every class). Post them before the following class.

Students will reflect on their own participation each week.

Reading Reflections = 40%

Reading Reflections – 4 possible during the quarter. These Reflections will be directly related to course readings and will build on each other over the quarter. These reflections must address the question posted and include any specifics required for that assignment (they will differ, and may include writing 2 pages, or producing a design, making a video, a song, etc.). *These are not graded by me as individual papers*, but rather are noted as having been completed satisfactorily (e.g., answer a question; include required specifics, etc.), or unsatisfactorily. They are due in class on noted due dates. No late submissions will be accepted. And yet, we all have unforeseen circumstances, so each student will start the quarter with 1 “Token” that can be used for turning a Reading Reflection in 24 hours late. If you do not use your Token, you may return it to me at the end of the quarter for a surprise! *Completion of these accounts for 40% of your grade.*

Satisfactorily Complete 4 = 4.0
Satisfactorily Complete 3 = 3.3
Satisfactorily Complete 2 = 2.6
Satisfactorily Complete 1 = 1.9
No Completions = 0

Building a Non-Sexist City Group Project = 15%
Group work and group presentations (accountability to and assessment by peers). This accounts for **15% of your grade**.
The goal of this assignment is for you to apply course ideas to the world around you. All students will work in randomly assigned groups to develop housing designs and promotional materials. The purpose of this assignment is to be as cognizant as possible of the gendered implications of housing, model homes, and residential spaces overall. You will use course concepts and materials to develop your work.

*Your role in the group will depend on your strengths.* Be prepared to tell your classmates what you are good at doing! This includes research in the library, research in the community, organizing work for the presentation, designing the presentation, etc. All types of work are equally valued and needed for team success.

The group will have time to work together in class; you also may work collaboratively through Canvas or on Google. Presentations will take place on X and Y dates. To encourage accountability to group members, each group will develop their own assessment rubric for participation in research and the final presentation.

**Final Public Space Analysis Paper = 30%**
These papers are individually graded by the instructor and according to the 4.0 scale. Satisfactory completion of the Reading Reflections should help you in writing a strong final paper. This accounts for **30%** of your grade.

### Grading Totals
- Participation: 15%
- Reading Reflections: 40%
- Non-Sexist City Project: 15%
- Final Public Space Analysis: 30%
**TOTAL = 100%**

### 5. STUDENTS

- Anticipated enrollment per quarter: **.35**
- Types of students expected: Undergraduate Majors/Minors, *Undergraduate non-majors*, Graduate Students, Non-Matriculated Students, Professional Students

### 6. LEARNING OBJECTIVES

By the end of the course, students will demonstrate the ability to:
- Students will gain an understanding of how people experience spaces in differentiated ways.
- Students will learn how to think of urban spaces as a part of social and power relations.
- Students will become familiar with arguments about the production of space in terms of gender/sexuality, race relations, universal access, among others.
- Critical thinking and communication skills are enhanced.
- Students learn to apply theories to the world around them through course activities and discussions.
- Students will learn how to integrate theoretical positions and ideas into their own designs and presentations.

### 7. DISTANCE LEARNING:

**Seattle Campus:** a course or sections of a course in which students can participate fully without being physically present on campus must be designated as a "DL" course or section. Attach a syllabus for the DL course as well as the in-classroom syllabus, if both are planned. See FCAS website for specific "DL" designation criteria: [https://www.washington.edu/cms/faculty/files/2014/05/DL-guideline.pdf](https://www.washington.edu/cms/faculty/files/2014/05/DL-guideline.pdf)

**Bothell/Tacoma Campuses:** See Campus Curriculum Committees on guidelines for DL review/approval.

- Instructional and Additional hours: **1 credit represents a total time commitment of 3 hours per week of student effort.**

<table>
<thead>
<tr>
<th>Instructional hours per week in-classroom</th>
<th>Instructional hours per week distance learning</th>
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<tr>
<td>Lecture</td>
<td>Interactive Lecture</td>
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<td>Laboratory</td>
<td>Live Chat</td>
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b. what are the specific means of content delivery used in the distance learning portions of the course?

c. will the course be offered in a □ synchronous (students work through the material at the same, pre-determined pace) or □ asynchronous (students work through material at their own pace) mode?

d. If this DL course is also being offered as a separate version in the classroom, please describe how the DL and in-classroom instructor will coordinate expected learning outcomes, examinations, and grading.

e. How will examinations be administered securely? Describe safeguards for academic integrity.

f. Describe how students will receive feedback throughout the course and how student learning will be assessed.

g. How will students interact with the instructor and other students? Will there be any face-to-face meetings with the instructor and other students?

8. CURRICULAR RELATIONSHIP

Select all curricular relationships associated with this course application. It is the responsibility of the initiating unit to do a good-faith review of existing courses to identify and circulate this application for review and approval by those affected units and obtain the necessary signatures prior to submission to the University Curriculum Office. Failure to do so will delay action on this application.

This course will take the place of TURB 314, Gender and the Urban Landscape, which is a part of the Gender and Sexuality Minor in SIAS. I would like to petition for this new course to remain a part of that minor.

POTENTIALLY AFFECTED COLLEGES, SCHOOLS, OR DEPARTMENTS:

<table>
<thead>
<tr>
<th>Name of affected unit(s)</th>
<th>Course prefix and number</th>
<th>Approved</th>
<th>Not Applicable</th>
<th>Signature of chair/director</th>
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If no relationship between course(s) is found, proceed to section 9. If courses overlap to any degree, indicate relationship below.

A. OVERLAPPING COURSE(S): Significant course content overlap of existing courses within or between UW campuses. Students only receive credit for one course. Does not necessarily satisfy prerequisite and program requirements for units involved.

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<thead>
<tr>
<th>Name of unit(s)</th>
<th>Overlapping course(s) prefix and number</th>
<th>Signature of chair/director</th>
<th>Signature of dean</th>
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B. JOINT COURSE(S): Same course from two or more units. All courses within a joint loop satisfy prerequisite and program requirements.

If units from more than one school or college participate, a separate application must be filed by each unit.

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<tr>
<th>Name of units (List responsible unit first)</th>
<th>Joint course prefix and number</th>
<th>New Course</th>
<th>Existing Course</th>
<th>Signature of chair/director</th>
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C. EQUIVALENT COURSE(S): Same course across two or more UW campuses. Courses satisfy prerequisite and program requirements for all units involved. A separate application must be filed by each unit.

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<th>Name of unit(s)</th>
<th>Equivalent course(s) prefix and number</th>
<th>Signature of chair/director</th>
<th>Signature of dean</th>
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Note: More information about course oversight can be found on the FCAS website: [https://www.washington.edu/cms/faculty/files/2014/05/guideline-on-oversight-of-courses.pdf](https://www.washington.edu/cms/faculty/files/2014/05/guideline-on-oversight-of-courses.pdf)

9. APPROVAL

Chair/Director of submitting department/unit

College Curriculum Committee

College Dean/Vice Chancellor

Date