SOCIAL PRODUCTION OF SPACE
COURSE PROPOSAL FOR BS IN URBAN DESIGN
SUBMITTED FALL 2019
To be taught in the Winter of their 3rd or 4th year

Lisa Hoffman
Office: Pinkerton 307
hoffmanl@u.washington.edu
253-692-5895

COURSE DESCRIPTION
This course introduces students to the idea that city spaces, the construction of urban landscapes, and the cultural formations that arise in these places are a part of social and power relations. If we understand "the urban" as a part of social processes, then we may see how city spaces and interactions are linked with forms of social differentiation and power relations. Urban spaces are not, in other words, neutral arenas to be designed, polished, or filled, but rather are both socially constituted and constitutive of social worlds.

The first part of the course surveys a variety of approaches and theorizations of the social production of space. We then move through particular debates related to 1] gender norms and spatial relations; 2] the queering of urban spaces; 3] the reproduction of racial and ethnic inequities; 4] and the significance of universal design and accessibility. The course explores, for instance, the relationship between cultural ideas about gender/sexuality, symbolic and structural divisions between public and private spheres, and the kinds of cities we build, how we move through them, and the activities we do in them. Other topics include how "modernist" designs have altered meanings of "public" space; how disciplinary power works spatially; and how heteronormativity shapes the public sphere.

This course aims for students to understand the concept of the social production of space and to be able to apply it to a variety of forms of social differentiation and contemporary power relations in the city. It thus develops critical thinking skills for urban designers and for all students interested in how power works in myriad ways.

STUDENT LEARNING OBJECTIVES
- 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.

TEACHING METHODS
The course will be based on class discussions, lectures, and class activities.

CANVAS
Canvas is used extensively in this course. All lecture notes, reading questions, and assignments will be posted on Canvas during the quarter.

COURSE REQUIREMENTS AND GRADING
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%

GUIDING PRINCIPLES (for the classroom and your work)

- Come to class with an open mind – replace judgement with curiosity
- Listen carefully and deeply
- Work hard to understand different views
- Challenge ideas and not people
- Share time and space
- Bring an open heart to class and engage from a place of compassion
- Be aware of INTENT and IMPACT
- Expect/accept discomfort and joy as part of the learning process. I look forward to learning from you too.

Please turn off all electronics before class begins. If you have an emergency and must be available, please program your device to "silent" and leave the room to respond. I would appreciate knowing in advance if this is the case. No texting or internet access is permissible during class unless specified for an in-class activity. I reserve the right to prohibit all use of electronics during the quarter. We will take a break during the session; please wait until the break to take care of any business.

READING MATERIALS
All readings are posted on Canvas or are available through the library website.

PART ONE: THE SOCIAL PRODUCTION OF SPACE
WEEK ONE
A. Course Introduction

B. REQUIRED READING


WEEK TWO
A. REQUIRED READING


B. REQUIRED READING


Reading Reflection Due

WEEK THREE
A. Reflections and Applications (no reading)

PART TWO: GENDER NORMS AND SPATIAL RELATIONS
A. REQUIRED READING

WEEK FOUR
Film: Home Economics (New Day Films, 47 min)
A. REQUIRED READING

B. REQUIRED READING

Reading Reflection Due

WEEK FIVE
A. REQUIRED READING

B. Student Presentations

PART THREE: QUEERING URBAN SPACES

WEEK SIX
A. REQUIRED READING – QUEERING URBAN SPACES

B. REQUIRED READING- QUEERING URBAN SPACES

WEEK SEVEN
A. REQUIRED READING – QUEERING URBAN SPACES
Maria Rodo-de-Zarate 2013 “Young Lesbians Negotiating Public Space: An Intersectional Approach through Places” in Children’s Geographies 13,4, pp. 413-434.

B. REQUIRED READING – QUEERING URBAN SPACES

Reading Reflection Due

PART FOUR: BUILT LANDSCAPES AND THE REPRODUCTION OF INEQUALITIES

WEEK EIGHT
A. REQUIRED READING
Key MacFarlane and Katharyne Mitchell 2019 “Hamburg’s Spaces of Danger: Race, Violence and Memory in a Contemporary Global City” in IJURR, 816-832.

A. REQUIRED READING

WEEK NINE
A. REQUIRED READING
Aimi Hamraie 2018 “Enlivened City: Inclusive Design, Biopolitics, and the Philosophy of Liveability”, *Built Environment* 44(1), 77-104

B. REQUIRED READING

Reading Reflection Due

WEEK TEN
A. REQUIRED READING –

B. Paper exchanges in-class.

FINAL PROJECTS DUE FINALS WEEK

FORMATTING AND REFERENCES
All papers must be typed, in 12-point font, and double-spaced. All papers must have complete and proper citations. References in the text must include the author’s name, publication date, and page number if relevant. Please see the syllabus for citation information for course materials. If you have questions about how to cite something properly, please see me before turning in your papers.

Citations: You must provide complete citations for all material referenced. This is true for paraphrased (summarized) ideas/analysis and for direct quotes. If you are unclear about how to cite something or what needs to be cited, ask before you turn in your paper. You must use the Chicago style (Author-Date Method) in your papers. These are considered “source oriented” citations and thus require full information when citing a source (e.g., author, date, page[s]). Please see the following links for details: [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) and [http://guides.lib.uw.edu/c.php?g=344197&p=2318401](http://guides.lib.uw.edu/c.php?g=344197&p=2318401)

ELECTRONIC SYLLABUS INFORMATION
[http://www.tacoma.uw.edu/teaching-learning-technology/e-syllabus-campus-information-resources-policies-expectations](http://www.tacoma.uw.edu/teaching-learning-technology/e-syllabus-campus-information-resources-policies-expectations)

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