

The American Landscape: Place, Power, and Culture

Dr. Alexander Benjamin Craghead
(Call me Doctor or Professor)

Syllabus

“Landscape is thus best understood as a kind of produced, lived, and represented space constructed out of the struggles, compromises, and temporarily settled relations of competing and cooperating social actors; it is both a thing (or a suite of things) . . . and a social process, at once solidly material and ever changing.”

—Don Mitchell, geographer, 1991

“Believing, with Max Weber, that humans are animals suspended in webs of significance they themselves have spun, I take culture to be those webs, and the analysis of it to be . . . an interpretive science in search of meaning.”

—Clifford Geertz, anthropologist, 1973

“It is a matter of learning how to see.”

—J. B. Jackson, environmental philosopher, 1984

Class Times: M & W, 10 a.m. -Noon

Giannini 141

Office Hours: Drop-in, Tu, 2-4

241 Evans Hall

Zoom, F 10-Noon, by appointment

tinyurl.com/craghead23fall

Other times may be available; email me.

Other times may be available; email the instructor.

Mailbox: For paper materials in absentia

258 Evans Hall

Email: alexander.craghead@berkeley.edu

I attempt to respond to emails within 24 hours. I do not respond on the weekend.

Text: 415-669-0302

Please only text only for time-sensitive situations (e.g. field trips) or emergencies.

Sections: 101, M, 2-3 p.m.

Dwinelle 106

102, W, 2-3 p.m.

Evans 87

GSI: Holly Burns

burns_holly_marie@berkeley.edu

Office Hours: Zoom, T Noon-1, by appointment

Course description:

What is America as a landscape and a place, and how do we know it when we see it? In the present moment, marked by struggles over economic, environmental, and social division played out in space and place, such questions are imperative. This course seeks to address such questions, to introduce ways of seeing and interpreting American histories and cultures, as revealed in everyday built surroundings—homes, highways, farms, factories, stores, recreation areas, small towns, city districts, and regions. It does so through the lens of cultural geography, an interdisciplinary practice that developed, in part, here at Berkeley during the 20th century. Our goal in this course is thus twofold: First, to develop a kind of literacy in the role of space and place in American culture, and second to develop a working knowledge of cultural geography as a practice and then to use those skills to better see the world around us.

The aims of this course are:

1. To introduce students to the central themes and practices of cultural geography;
2. To explore the interaction of landscape (space, place, and the built environment) with American economics, politics, and culture;
3. To teach students how to “read” landscapes as records of past and present social relations, and to form their own speculations from evidence about the cultural meanings of those landscapes;
4. To reinforce and further develop advanced skills in seeing, thinking, researching, and writing.

Upon completion of this course, it is hoped that students will appreciate the way that the American landscape, defined as space, place, and the built environment, both shapes and is given shape by economics, politics and culture. In studying practices of cultural geography, as well as undertaking their own experiments through course assignments, students will emerge with a better grasp of how to see—to literally look at—landscapes in a disciplined, intellectually rigorous manner, and make use of the landscape as a valid and important source for scholarship. This literacy in seeing the landscape provides students with both a grounding in American history, as well as a manner of approaching the contemporary world.

This course does *not* satisfy the American Cultures Requirement.

Books: William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W. W. Norton, 1991), \$19.95

D. J. Waldie, *Holy Land: A Suburban Memoir*. (New York: W.W. Norton, 1996), \$14.95

N.B. Older editions of the above are fine.

Readings: All other readings will be on bCourses, as noted in the Schedule, below.

Films: *The City* (Ralph Steiner and Willard Van Dyke, 1939)*

N.B. You must watch the film on your own, before class, and it is not optional. You may watch the film for free, online, via a link in the Course Schedule below.

N.B. Sources that you use for your own research are not in any way limited to these readings. See the writing guidelines for more information about sources for your work.

Readings labelled “recommended” are optional. You will not be expected to answer questions about them on exams, nor to know them for discussions. However, they are on the syllabus because they may be of assistance in understanding course themes. They are also, frequently, jumping off points for further understanding, recommended supplements to your learning.

Additionally, there may be “field trips,” but these occur during section, and begin and end on campus. Details TBA.

Requirements, routines, assignments, and grades

Note, the following policies affect the lecture course only. For sections, your GSI will have their own policies regarding things such as attendance, late work, and so forth. While these will be generally similar, there may be specific differences. Please consult your section syllabus for those details.

Attendance. In lectures, I do not count *simple* attendance towards student grades. **You do not need to secure permission to be absent. I do not need doctor’s notes for absences.**

This stated, participation is crucial. Although I will give lectures, the class only works if everyone gives focused attention and active participation in discussions. **Frequent absences WILL result in a lower participation grade.** The final grade for participation will be a combination of section performance (as determined by the GSI) and performance in lecture. If regular attendance is not an option for you, contact me to talk about alternative ways to participate, or consider a different class.

Participation in class periods will be evaluated on the following criteria:

- **Quality of participation:** Talk! Take part in the discussion! Risk saying anything at all, risk saying the “wrong” thing rather than stay silent. You aren’t expected to be an expert or be “right.” This is true both in our in-person meetings, and in our virtual discussions on Zoom and in the bCourses forums.
- **Preparation.** Do your assigned readings and/or review your notes before class.
- **Quality of work:** Your assignments reflect care and meaningful engagement with the course texts.

I prefer students to use paper notes. Numerous studies show that the act of making paper notes help humans retain information better than typing. **However, laptops and tablets are allowed for notetaking or for readings.** Be respectful. Use digital devices only for class-related activities. Try not to distract fellow students with what is going on with your screen.

Class components, format, and requirements. This course has four basic components: Lectures, Section, Assignments, and Exams.

- **Classes** will be in lecture format, however, I encourage students to ask questions and discuss the lecture materials, and I frequently ask students to provide their thoughts about examples that we look at during lecture.
- **Sections** will be built around one of two activities, depending on the week. The first is discussion and in-class assignments related to the week's readings and lectures. The second is practical skill development through workshopping various methods of cultural geography.
- **Assignments** are the heart of the course. There will be three assignments during the semester, each focused on trying out different methods of engagement with the built landscape. Details for these individual assignments will be handed out later, on individual assignment descriptions. These descriptions will also be uploaded to the bCourse site. Do not worry—you will receive significant guidance—but do understand that the assignments are as central to the course as the readings and discussions. In short, this is a research focused course.
- **Exams** are straightforward, and focus on both lectures and readings.

Meeting locations. As noted above, field trips will not take place in the normal classroom. Additionally, at least one class meeting (Monday, November 20) will take place virtually, via Zoom. Note carefully the course schedule to be sure you are in the right place. For the latest information on course locations or class meeting changes, please pay close attention to bCourses announcements.

There is no term paper. Instead, there are three short projects, which will be detailed in specific assignment descriptions, distributed on bCourses throughout the semester. Unless otherwise announced, these assignments are due on bCourses. These assignments, as noted in the overall course rubric, are part of the “assignments” grade. These assignments will include the following:

- Project 1, Space Observation, due Sunday, September 24.
- Project 2, Tour Guide, due Sunday, October 29.
- Project 3, Writing/ Archives Paper, due Sunday, November 19.

Exams. There is one midterm exam and one final exam. These may ask a.) questions that focus on course attendance and basic comprehension, b.) questions that focus mostly on reading comprehension, and c.) longer “essay” questions that measure your ability to synthesize and analyze course materials.

- The midterm exam is designed to take 80 minutes and will take place asynchronous, online (on bCourses), with access available starting at 8:00 a.m. on Monday, October 9 and closing at Noon on Tuesday, October 10.
- The final exam is designed to take two hours (120 minutes) and will take place asynchronous, online (on bCourses), with access available starting 8:00 a.m. on Monday, December 11 and closing at Noon on Thursday, December 14.

Both exams are open note, open book. This also means they are designed to be graded based on comprehension, thoughtfulness, and sophistication, rather than memorization or recall.

Overall Grading. The following is the overall course rubric:

Activity	%
Section & lecture participation	25%
Projects (3 during semester)	45%
Midterm	10%
Final Exam	20%

Additionally, to receive a passing grade in the course, students must complete and hand in all assignments and take all exams. Missing work will result in an automatic failure, regardless of other grades in the course. If a student falls behind, please contact the instructor to plan how to catch up. If reasons beyond your control are preventing you from participating in the course or from completing your work, please talk to the instructor about your options, which may include a grade of “incomplete.”

The overall course grade at the end of the semester will be curved. Additionally, course grades may be adjusted upwards if a student shows overall improvement over the course of the semester.

Writing Guidelines

What are the basic guidelines? A scholarly assignment must be typed, double-spaced, in 10 or 12-point Times New Roman (or comparable) font; with 1-inch margins on all sides and page numbers at the bottom of each page. **Citations, generally, will be “Chicago style.”** Guides to the “Chicago” style can be found in:

- Chicago Manual of Style, 15th edition or newer
- The Online Chicago Manual of Style (UCB Access only): chicagomanualofstyle.org

N.B. *Individual assignment descriptions may override the above general guidelines.*

Extensions are freely given, but discouraged. Work piles up. Late work is graded and returned in the order received. Except for students granted a formal incomplete, **I accept no late student work after the last day of RRR week (Friday, December 8, 2023).**

Academic honesty means don't plagiarize. This means when you are referencing another person's ideas or work, you cite that other person. This is true whether you are directly using that person's words, or only paraphrasing the “gist” of what they are saying. Referencing and citing another person's work is a good thing, claiming another person's work as your own is not.

Additional writing guidance is available in detail in a separate document titled “Writing Guidelines, Upper Division,” available on bCourses. This includes details of how to best use sources, how to format your papers, and other additional guidance for your written work.

General Policies

Safety. Emergency Numbers: Dial 9-1-1 from any phone, on or off campus

- UC Berkeley Police (from cell phone): 510-642-3333
- City of Berkeley Police/Fire (from cell phone): 510-981-5911
- Campus Emergency Information line: 800-705-9998

Honor Code and Student Conduct

- All members of the UC Berkeley community are expected to act with honesty, integrity and respect for others.
- Both students and instructors have rights to academic freedom. Please respect the rights of others to express their points of view in the classroom.
- The Center for Student Conduct <https://sa.berkeley.edu/conduct/policies> has the full texts of campus-wide policies and regulations regarding student rights, including: Privacy and Disclosure of Information from Student Records; Nondiscrimination Policy; Policy on Sexual Harassment and Sexual Violence; Civility and Respect in an Atmosphere of Academic Freedom.

Reasonable Accommodation for Students' Religious Beliefs, Observations and Practices

In compliance with Education code, Section 92640(a), it is the official policy of the University of California at Berkeley to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship which could not reasonably have been avoided.

Disabilities and accommodations

Students with disabilities (physical, medical, learning, etc.) may receive assistance and accommodation of various sorts to enable full participation in the course. To establish appropriate accommodations, contact the DSP office to see what you need, and **then alert me**. There can often be a delay between an accommodation grant and a notification of faculty, so the earlier you tell me, the better. For more information: dsp.berkeley.edu

Syllabus and course change policies. The syllabus and schedule are subject to change. The header of all pages will show the last modified date.

Outside events may force changes on the course, e.g. prolonged power outages, weather events, public health emergencies, etc. If such occur, I will attempt to make an announcement via bCourses, in class, or both, noting any changes or adaptations.

Class Schedule

The class schedule, below, details the dates of class meetings, as well as the general topics of those meetings. Additionally, when classes are not held in the normal classroom, a location change will be noted in the listing. **Below each date and title are the materials you are expected to read PRIOR to that course meeting date.**

Part 1: Ideas and Methods

Week 1 *No sections this week!*

Aug 23 (W) The Visual and the Place: Landscapes and Looking

William Littman, "Viewpoint: Walk This Way: Reconsidering Walking for the Study of Cultural Landscapes," *Buildings & Landscapes* 27, 1, (Spring 2020), 3-16, bCourses.
Also: Read the syllabus.

Week 2 *Sections begin this week!*

Aug 28 (M) On Culture and Geography

Aug 30: (W) The Paradox of the American Landscape

Pierce Lewis, "Axioms for Reading the Landscape: Some Guides to the American Scene," in *Journal of Architectural Education* 30, 1, Sep 1976, 6-9, bCourses.

John Brinckerhoff Jackson, "The Word Itself," originally published 1984, in Helen Horowitz, ed., *Landscape in Sight: Looking at America* (New Haven, Connecticut: Yale University Press, 1997) 299-306, bCourses.

Stephen Daniels and Denis Cosgrove, "Introduction: Iconography and landscape," *The Iconography of Landscape: Essays on the symbolic representation, design, and use of past environments* (Cambridge, UK: Cambridge University Press, 1988), 1-10, bCourses.

John Brinckerhoff Jackson, "American Space," originally published 1972, in Helen Horowitz, ed., *Landscape in Sight: Looking at America* (New Haven, Connecticut: Yale University Press, 1997) 149-159, bCourses.

Part 2: Conquest, Order, and Division

Week 3 *No sections this week*

Sep 4 (M) HOLIDAY: NO CLASS

Sep 6: (W) Colony and Entrepot

John Brinckerhoff Jackson, "Church or Plaza," *A Sense of Place, A Sense of Time* (New Haven, Connecticut: Yale University Press, 1994), 38-48, bCourses.

Dora P. Crouch and Axel I. Mundigo, "The City Planning Ordinances of the Laws of the Indies Revisited. Part II: Three American Cities," *The Town Planning Review* 48, No. 4 (Oct., 1977), 397-418, bCourses.

Week 4 *Sections resume this week*

Sep 11 (M) **The Grid and the Settler Colonial Imagination**

Sep 13 (W) **Empire and its Limits: On Borders** (*Guest Lecturer: Sarah Gold-McBride*)

Del Upton, "The Grid and the Republican Spatial Imagination," *Another City: Urban Life and Urban Spaces in the New American Republic*. (New Haven, Connecticut: Yale University Press, 2008), 113-144. Read online at:

<https://www.aeportal.com/?id=-21811>

William Cronon, "Dreaming the Metropolis," in *Nature's Metropolis: Chicago and the Great West* (New York: W. W. Norton, 1991), 23-54.

Patricia Nelson Limerick, Chapter 7, "America the Borderland," *The Legacy of Conquest: The Unbroken Past of the American West*, (New York: W.W. Norton, 1997) 222-258, bCourses.

Brian DeLay, "Introduction: A little door," and "Prologue: Easy stories," *War of a thousand deserts: Indian raids and the U.S.-Mexican War*, xiii-xxi, 1-31, bCourses.

(Recommended) Patricia Nelson Limerick, Chapter 2, "Property Values," *The Legacy of Conquest: The Unbroken Past of the American West*, (New York: W.W. Norton, 1997) 55-77, bCourses.

Week 5

Sep 18 (M) **Agrarian Icons**

Sep 20 (W) **Extractive Landscapes**

Sep 24 (Su) **Due**, Project 1: Space Observation, 11:59 p.m., on bCourses

John Brinkerhoff Jackson, "The Westward Moving House," originally published 1953, in Helen Horowitz, ed., *Landscape in Sight: Looking at America* (New Haven, Connecticut: Yale University Press, 1997) 81-106, bCourses.

Fred W. Peterson, "The Balloon Frame Structural System," *Homes in the Heartland: Balloon Frame Farmhouses of the Upper Midwest* (Minneapolis: University of Minnesota Press, 2008), 5-24, bCourses.

Cronon, "Wealth of Nature," *Nature's Metropolis*, 148-206.

Limerick, 4, "Uncertain Enterprises," *The Legacy of Conquest*, 97-133, bCourses.

(Recommended) Limerick, 9, "Mankind the Manager," *The Legacy of Conquest*, 293-321, bCourses.

Week 6

Sep 25 (M) Steam Logic: Railroads and Factories

Sep 27 (W) Nature Perfected: The Park

Cronon, "Rails and Water," *Nature's Metropolis*, 55–93.

Richard White, "Spatial Politics," in *Railroaded: The Transcontinentals and the Making of Modern America* (New York: W. W. Norton, 2011), 140–178, bCourses.

John Brinckerhoff Jackson, "The Sacred Grove in America" *The Necessity for Ruins* (Amherst: University of Massachusetts Press, 1980), 77-88, bCourses.

Terrence Young, "Virtue and Irony in a U.S. National Park," in Terrence Young and Robert Riley, ed.s, *Theme Park Landscapes: Antecedents and Variations*, (Washington: Dumbarton Oaks, 2002), 157-181, bCourses.

(Recommended) Frederick Winslow Taylor, "Introduction" and Chapter 1, *The Principles of Scientific Management* (New York, Harper Brothers, 1911), 8-29, available online at archive.org/details/principlesofscie00taylrich/page/n7/mode/2up

Week 7

Oct 2 (M) The End of the Open Range

Oct 4 (W) Downtown and the Sprawling City

Cronon, 5, "Annihilating Space: Meat," *Nature's Metropolis*, 207-259.

Robert Fogelson, "The Business District: Downtown in the Late Nineteenth Century," *Downtown: Its Rise and Fall, 1880-1950* (New Haven, Connecticut: Yale University Press, 2001), 9-43, bCourses.

James Borchert, "Visual Landscapes of Streetcar Suburb," in Paul Groth and Todd Bressi, eds, *Understanding Ordinary Landscapes*. (New Haven, Connecticut: Yale University Press, 1997), 25-43, bCourses.

Gustav Stickley, "The craftsman idea..." from *Craftsman Homes* (New York: Craftsman Publishing Company, 1909) 194-205, bCourses.

(Recommended) Hallock F. Raup, "The Fence in the Cultural Landscape," *Western Folklore* 6 (1947): 1–12, bCourses.

Week 8 *No Sections*

Oct 9 (M) No class. You may use this time for the midterm.

Oct 9-10: Due: Midterm Exam (Asynchronous, online).

Part 4: Infrastructure and Reform

Week 8, Continued:

Oct 11 (W) Ordering the City

Andrew Dolkart, "The Fabric of New York City's Garment District: Architecture and Development in an Urban Cultural Landscape," *Buildings and Landscapes* 18 (2011): 14–42, bCourses.

Alison Isenberg, 1, "City Beautiful or Beautiful Mess?: The Gendered Origins of a Civic Ideal," in *Downtown America: A History of the Place and the People Who Made It* (Chicago: University of Chicago Press, 2004), 13–41, bCourses.

Week 9 Sections Resume

Oct 16 (M) Electrifying America

Oct 19 (W) "Fixing" the City: Redevelopment and Urban Renewal

Christopher Payne, "The Architecture of Electricity," *New York's Forgotten Substations: The Power Behind the Subway* (New York: Princeton Architectural Press, 2002) 25-30, bCourses.

Ronald R. Klein, "Resisting Development, Reinventing Modernity: Rural Electrification in the United States before World War II," *Environmental Values* 11, 3, (August 2002) 327-344, bCourses.

Avigail Sachs, "Research and Democracy: the Architectural Research Division of the Tennessee Valley Authority" *The Journal of Architecture* 24, 7 (2019) 925-949, bCourses.

The City (Ralph Steiner and Willard Van Dyke, 1939). Available online at [archive.org/details/gov.fdr.353.3.2](https://www.archives.org/details/gov.fdr.353.3.2)

Robert Fogelson, "Inventing Blight: Downtown and the Origins of Urban Redevelopment," *Downtown: Its Rise and Fall, 1880-1950* (New Haven, Connecticut: Yale University Press, 2001), 317-380, bCourses.

Part 5: Spreading Out: The Road and the Suburb

Week 10

Oct 23 (M) Open Roads

Oct 25 (W) Suburban Dreaming

Carlos Arnaldo Schwantes, 5, "The Emergence of New Corridors of Power," and 6, "The Twentieth-Century Transportation Revolution," *Going Places: Transportation Redefines the Twentieth-Century West* (Bloomington, Indiana: Indiana University Press, 2003), 137-160, 161-188, bCourses.

Week 10, Continued:

Norman Bel Geddes, "Full Speed through Bottlenecks," *Magic Motorways* (New York: Random House, 1940), 105-121, available online at

[archive.org/details/magicmotorways00geddrich/page/104/mode/2up](https://www.archive.org/details/magicmotorways00geddrich/page/104/mode/2up)

Kenneth T. Jackson, "Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market," *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1985), 190–218, bCourses.

Waldie, *Holy Land: A Suburban Memoir*, all.

Week 11

Oct 29 (Su) **Due**, Project 2: Tour Guide, 11:59 p.m., on bCourses

Oct 30 (M) **Consumer Landscapes: From Strip to Mall and back**

Nov 1 (W) **Productivity and Atomic Fear: The Corporate Campus**

Timothy Davis, "The Miracle Mile Revisited: Recycling, Renovation, and Simulation along the Commercial Strip," in *Perspectives in Vernacular Architecture 7: Exploring Everyday Landscapes* (Chattanooga: University of Tennessee Press, 1997), 93–114, bCourses.

Lizabeth Cohen, "Reconfiguring Community Marketplaces," in *A Consumer's Republic: The Politics of Consumption in Postwar America* (New York: Vintage, 2003), 257–289, bCourses.

Victor Gruen and Larry Smith, *Shopping Towns USA: The Planning of Shopping Centers* (New York: Reinhold, 1960), 15–24, bCourses.

Louise A. Mazingo, 1, "Postwar Corporations, Cities, and the Pastoral Landscape," and 2, "The Corporation in the Suburbs," *Pastoral Capitalism: A History of Suburban Corporate Landscapes* (Cambridge, Massachusetts: Massachusetts Institute of Technology Press, 2011), 1-18, 19-44, bCourses.

Part 6: Postmodern Landscapes

Week 12

Nov 6 (M) **Landscapes of Logistics and Obscurity**

Nov 8 (W) **Abandonment, Ruin, and the Brownfield**

Graham Romeyn Taylor, "The Outer Rings of Industry," *Satellite Cities: A Study of Industrial Suburbs* (New York: D. Appleton, 1915), 1–27, bCourses.

Robert O Self, "Tax Dollar," *American Babylon: Race and the Struggle for Postwar Oakland* (Princeton, New Jersey: Princeton University Press, 2003) 112-147, bCourses.

Week 13

Nov 13 (M) Prequel: Fantasy and the Imagined Landscape

Nov 15 (W) Gentrification and the Great Inversion

Christopher M. Wilson, "Place over Time: Restoration and Revivalism in Santa Fe," *Giving Preservation a History*, Max Page, editor, 187-208, bCourses.

James S. Miller, "Mapping the Boosterist Imaginary: Colonial Williamsburg, Historical Tourism, and the Construction of Managerial Memory" *The Public Historian*, vol. 28, No. 4 (Fall 2006), 51-74, bCourses.

Jane Jacobs, "Unslumming and Slumming," and "Gradual Money and Cataclysmic Money," *The Death and Life of Great American Cities*, Modern Library Edition, originally published 1961. (New York: Random House, 1993,) 353-414, bCourses.

Aaron Shkuda, "The Artist as Developer and Advocate: Real Estate and Public Policy in SoHo, New York," *Journal of Urban History* 41, 6, 2015, 999-1016, bCourses.

(Recommended) Terrence Young, "Grounding the Myth," in Terrence Young and Robert Riley, ed.s, *Theme Park Landscapes: Antecedents and Variations*, (Washington: Dumbarton Oaks, 2002), 1-10, bCourses.

Week 14 *No sections this week!*

Nov 19 (Su) DUE: Writing/ Archives Paper, 11:59 p.m., bCourses

Nov 20 (M) Class and (Air)Space (Online, Asynchronous)

Nov 22 (W) HOLIDAY: NO CLASS

Sonja Duempelmann, "Airport, Landscape, Environment," in Sonja Duempelmann and Charles Waldheim, eds., *Airport Landscape: Urban Ecologies in the Aerial Age* (Cambridge, Massachusetts: Harvard Graduate School of Design, 2016) 96-119, bCourses.

Robert A Marshall, "Anybody here seen Missouri?" *Changing Times: The Kiplinger's Magazine* 35, 11 (November 1981) 88, bCourses.

Conclusion: Looking Around and Looking Ahead

Week 15

Nov 27 (M) The Tangible Cloud

Nov 29 (W) By Way of Conclusion: Past, Present, and Future

Keller Easterling, 2 "Disposition," *Extrastatecraft: The Power of Infrastructure Space* (London: Verso, 2014) 71-94, bCourses.

Dec 11-14: Final Exam (Asynchronous, online).

Last revised: August 14, 2023

Tentative Section Schedule

For Internal Use Only / Will not appear in public syllabus

Sections: 101, M, 2-3 p.m. Dwinelle 106
102, W, 2-3 p.m. Evans 87

Week 1 *No sections*

Week 2 *Regular Location*

Introductions

Traditionally asked students to give their name, their major, and mention a place that is special to them.

Week 3 *No sections*

Week 4 *Regular Location*

Recommended: Social Theory Discussion (Bourdieu)

Bourdieu by way of Stevens; Intro to Project 1 (Space Observation)

Week 5 *Regular Location*

Floor Plans and Architectural Drawings

???

Week 6 *Regular Location*

UNFIXED

Maybe: Intro to Project 2 (Tour Guide)

Week 7 *Regular Location*

Midterm Prep?

Week 8 *No sections*

Week 9 *No sections*

REQUIRED: Walking Tour

Seeing the Beaux Arts city

Week 10 *Regular Location*

UNFIXED: MAPS SESSION?

Text.

Last revised: August 14, 2023

Week 11 *Regular Location*
UNFIXED
???

Week 12 *Regular Location*
UNFIXED
???

Week 13 *Regular Location*
UNFIXED
???

Week 14 *No sections*

Week 15 *Regular Location*
Maybe: Readings and Exam Prep?

EXERCISES EXIST FOR:

Walking tour in Week 9

Topo map reading ex (replace with Earth Sciences Library visit? Email Susan Powell if you want to do that instead:

Susan Powell, GIS & Map Librarian

UC Berkeley

smpowell@berkeley.edu

It doesn't matter much when in the semester this happens. Earlier might be better, but anytime is fine.

Social theory cheat sheets for GSI (Habitus, et al)

Reading of architectural drawings stuff (how to do it, some sample plans for students to work with. This would also be best early, but not required to be.

Sections can just be discussion of readings and lectures as well, and as always, you don't have to 100% agree with the instructor's arguments—sometimes it can even be beneficial as a way of modelling how scholars think and argue with each other—but also don't feel obliged to take a stance all the time either. What matters is students making connections.