

Syllabus for SOCI 364 002: Built Environments

Department/Program: Sociology
Year: 2017-2018 (Term 2)
Course Title: SOCI 364 Built Environments
Course Schedule: MWF 11.00-12.00
Location(s): CHEM-C126

Instructor: Nathanael Lauster
Office Location: ANSO 1325
Office Phone: 604-827-3083
Office Hours: TBA & by appointment
E-mail address: nathan.lauster@ubc.ca
TA: David Champagne
Office Location:
Office Hours:
E-mail address:

Course Description: *(from calendar): Physical, social, and economic aspects of built environments, including housing and community planning.* In this course, we will be exploring built environments, emphasizing their relationship to the social world. How do things get designed and built? What happens afterward? What effects do things have on people? On social organization? What role does technology play? How does our material surrounding matter? While the course will not focus exclusively on housing, it will be a significant component of what we study – reflecting in part its dominant importance as a feature of the built landscape.

Course Recipe: Add one part **focused book/reading club**, one part **construction laboratory**, and one part **interactive lecture**. 1. Read 2. Write 3. Show up. 4. Stir vigorously and attentively. 5. Enjoy.

Course Goals for YOU:

- 1) learn key perspectives on the relationships between people and their built environments;
- 2) learn about the city around you;
- 3) become conversant in policy related to the built environment;
- 4) acquire hands-on, collaborative experience with building things and tracing their impact;
- 5) improve your writing, discussion, small group-work and general presentation skills.

Course Goals for ME:

- 1) Provide interesting & relevant content;
- 2) Provide many opportunities for diverse forms of engagement;
- 3) Provide a reasonable & fair evaluatory framework;
- 4) Provide constructive & timely feedback;
- 5) Learn as much from you as I can!

Required Reading:

Lauster, Nathanael. 2016. *The Death and Life of the Single Family House: Lessons from Vancouver's Evolving Urban Landscape*. Philadelphia: Temple University Press. (series on "Urban Life, Landscape and Policy").

[Note: I will make a charitable donation equaling or exceeding my royalties on the book for each verified (unsigned) new copy purchased].

All other readings will be made available via UBC Connect.

Course Assignments, Due Dates, and Grading:

Construction Project (Collaborative Papers) <i>(some peer eval)</i>		45 pts
<i>Paper One</i>	F2	10 pts
Summary & Draft	J19 & J26	3 pts
<i>Paper Two</i>	M9	10 pts
Summary & Draft	F9 & M2	3 pts
<i>Paper Three</i>	A4	10 pts
Summary & Draft	M16 & M23	3 pts
Presentation	M28 – A6	6 pts
Discussion Reports	(throughout)	15 pts
Participation <i>(some peer eval)</i>	(throughout)	10 pts
Quizzes	(throughout)	10 pts
Final Exam*	TBA	20 pts
Total		100 pts

Evaluation: In accordance with University policies, I will evaluate your work with respect to how well it meets expectations (outlined above). Your work will take the following forms, each of which is meant to capture and communicate some aspect of how well you are meeting expectations:

Construction Project (Collaborative Papers): Students will work together within their groups to write a series of three short papers. For the **first** of these (Due Feb 2), groups will work together to design a building, policy, or tool aimed at solving a particular problem or accomplishing a specific goal. Students will be given in-class time to work on this project, with at least one day devoted to brainstorming based upon outside readings selected by students (brief individual summaries will be collected) and one day devoted to drafting the paper (brief individual section drafts will be collected). Final papers will need to a) describe the problem or goal, b) describe how their design addresses the problem or goal, and c) describe the various actors that would need to come together to construct their building, policy, or tool and make it a reality. Papers should be between 4,000-6,000

words, with supportive materials relegated to appendices where appropriate. Each section should be supported with credible references and analysis. Groups will then **trade papers**, and meet with other groups to describe their papers and answer questions.

After meeting with another group and reading their paper, students will write their **second** paper (Due Mar 9). For this paper, groups will evaluate the contents of the other group's paper, describing both what might get in the way of its completion, and what would likely happen once the building, policy, or tool was completed. As before, students will be given in-class time to work on this project, and individually evaluated for their contributions to this work. Final papers will need a) evaluate the initial paper, describing any remaining barriers likely to get in the way of completion and changes made as a result, b) describe how the completed project would solve its problem or meet its intended goal, and c) detail any unintended consequences of the building, policy, or tool. Papers should be between 4,000-6,000 words, with supportive materials relegated to appendices where appropriate. Each section should be supported with credible references and analysis. Groups will then **trade papers**, and meet with other groups to describe their papers and answer questions.

After meeting with another group and reading their paper, students will write their **third** paper (Due Apr 4). For this paper, groups will evaluate the contents of both previous groups' papers and provide additional insight into how the building, policy, or tool might be reinterpreted or redesigned to better serve its old or new purposes. As before, students will be given in-class time to work on this project, and individually evaluated for their contributions to this work. Final papers will need to a) evaluate the initial papers, describing overlooked aspects of the construction project and its response, b) consider the range of actors likely to interact with the building, policy, or tool and reinterpret or redesign its use in line with old or new goals, and c) detail the new reinterpretations or redesigns you envision, describing the barriers that might have to be overcome to see them enacted. Papers should be between 4,000-6,000 words, with supportive materials relegated to appendices where appropriate. Each section should be supported with credible references and analysis. Groups will then **present** to the class a brief summary of the evolution of the project, from start to finish.

Discussion Leadership: After the first two weeks, students will meet in discussion groups, usually near the beginning of most classes, to go over and briefly discuss the readings (@ 20 minutes). One to three students within each group will be assigned to lead the discussion for each day. They will prepare a **concise description** of the reading, offer a **brief analysis** (strengths and weaknesses of argument and/or other sustained response), and prepare **2-4 questions** to guide discussion, geared toward better understanding the reading (1-2 pages). The discussion leader will provide copies for each group member to read at the beginning of the class. After everyone's had a chance to read them, the discussion leader will first ask if anyone has questions about what they've written. Then they will proceed to pose their own questions, and generally engage in guiding the discussion so that it covers the reading. A copy of description/analysis & questions will be provided to me at the end of the class.

Note: all written work should consist of students' own thoughts, interpretations, and words. Do not copy the prose of another without adequate citation. Plagiarism is often relatively easy to detect, and I will send cases on to the university administration if I encounter them. If you have any questions about what constitutes plagiarism, see the University calendar:

<http://students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>

Participation: Engagement with the course is a significant part of the learning process. Students will be graded on participation as a way of gauging their engagement, including participation in class, participation in discussion in initial discussion groups, and participation in construction project teams. Students will be evaluated by their peers, both on their regular participation, and on their contributions to group papers. Note: good participation in class means showing up, staying alert, asking questions, providing insight, and actively avoiding introducing distractions to the classroom. It also means being respectful of peers and guest speakers, and fostering an inclusive discourse.

Tests: The quizzes and exam will evaluate your engagement with and understanding of the course materials. Quizzes will mostly cover the readings for the day, but may also cover lecture material from recent classes. The final exam will be comprehensive, and will cover the entire range of the course, including readings as well as classroom materials.

A Note on General Grading Policies: Please note that my grading reflects an evaluation of how you have met course expectations outlined above. It does not reflect an assessment of what I think of you as a person. In general, the grading policies will follow those outlined in the UBC Calendar. Students should note that I consider grades in the "B" range to be good grades, representing solid performance. Grades in the "A" range tend to be exceptional in my courses.

Percentage (%)	Grade	Percentage (%)	Grade
90-100	A+	68-71.9	B-
85-89.9	A	64-67.9	C+
80-84.9	A-	60-63.9	C
76-79.9	B+	55-59.9	C-
72-75.9	B	50-54.9	D

A score lower than 50% is considered failing.

COURSE SCHEDULE (subject to change!)

Week	Day	Subject	Readings & Notes
1	J3 W	Intro	
	J5 F	Building & Inhabitants	Forrest & Izuhara, 2012; Lauster Intro
2	J8 M	The Built	Latour, 1992
	J10 W	Three Part Dialectic	Gieryn, 2002
	J12 F	Development	Kimelberg, 2011
3	J15 M	Standardization	Southworth & Ben-J, 1995 Groups
	J17 W	Implementation	Sreterer, 1988
	J19 F	Brainstorming I	Ind. Readings (summaries due)
4	J22 M	Reinterpretation	Kidder, 2009
	J24 W	Home	Kellett & Moore, 2003
	J26 F	Brainstorming II	Ind. Readings (draft I due)
5	J29 M	House	Lauster Chapter 1
	J31 W	House Problems	Lauster Chapter 2
	F2 F	TRADE	Ind. Readings x TRADE (paper I due)
6	F5 M	Building Vancouver I	Lauster Chapter 3
	F7 W	Building Vancouver II	Lauster Chapter 4
	F9 F	Brainstorming III	Ind. Readings (summaries due)
7	F12 M	*Family Day*	* No Class*
	F14 W	Inhabiting: Culture	Lauster, Chapter 5
	F16 F	FIELD TRIP	Ball, 2013-14
	F19-23	*SPRING BREAK*	
8	F26 M	Inhabiting: Everyday	Lauster, Chapter 6
	F28 W	At Home in City	Lauster, Chapter 7
	M2 F	Brainstorming IV	Ind. Readings (draft II due)
9	M5 M	Diverse Building	Lauster, Chapter 8
	M7 W	Canadian Housing Policy	CHOS Readings (see Connect)
	M9 F	TRADE	Ind. Readings x TRADE (paper II due)
10	M12 M	Building (Mortgage)	CHOS, CMHC Web (see Connect)
	M14 W	Building (Rental)	CHOS, CMHC Web (see Connect)
	M16 F	Brainstorming V	Ind. Readings (summaries due)
11	M19 M	Building (Non-market)	Sewell, Silver (see Connect)
	M21 W	Consequence: Homeless	Vancouver Homeless Count
	M23 F	Brainstorming VI	Ind. Readings (draft III due)
12	M26 M	Consequences: Family	Mulder & Billari, 2010
	M28 W	PRESENT I	
	M30 F	*Holiday*	*No Class*
13	A2 M	*Holiday*	*No Class*
	A4 W	PRESENT II	(paper III due)
	A6 F	PRESENT III / Review	