Syllabus for SOCI 364 201: Built Environments

Department/Program:	Sociology
Year:	2022-2023 (Term II)
Course Title:	SOCI 364 Built Environments
Course Schedule:	MW, 12.30pm-2pm
Location(s):	ANSO 207

Instructor:	Nathanael Lauster
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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 policy work? 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 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 Canvas.

Class Group Organization

Students will also be divided up into Class Groups of approximately 7-8 members early on in the course. These Groups will provide a forum for close Discussion of readings, as well as Group Collaborative Construction Projects, discussed more below. Each Group will assign one member as editor-in-chief. Editors-in-chief should organize group meetings: 1) laying out agenda and setting up technology for inclusion as needed (e.g. zoom, collaborate ultra, facetime, etc.), 2) providing very brief memos to me summarizing meetings (e.g. listing attendees, timing of meeting, important notes), and 3) submitting group's fully assembled construction project papers (see more below). In exchange for this organizational role, editors-in-chief will be released from two of three discussion reports below (worth 10 pts).

Note: So far you can expect all classes to be held in-person. But do not attend classes when sick! We will collaboratively catch people up as needed and attempt to provide options for group work to remain inclusive. More generally, we will follow public health guidelines from UBC & BC CDC. Course adjustments (and individual adjustments) will remain under discussion throughout the semester, responding to circumstance. Contact me with any particular concerns.

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 Assignments, Due Dates, and Grading:

Construction Project (Collaborative Papers) *(some peer eval)*		45 pts
Paper One		
Summary	Feb 1	2 pts
Draft	Feb 8	4 pts
Edits & Revisions	Feb 15	4 pts
Paper	*Mar 1*	*10 pts*
Paper Two		
Summary	Mar 8	2 pts
Draft	Mar 22	4 pts
Edits & Revisions	Mar 29	4 pts
Paper	*Apr 5*	*10 pts*
Presentations	Apr 5-12	*5 pts*
Discussion Reports x3	(throughout)	15 pts
Participation *(some peer eval)*	(throughout)	10 pts
Quizzes	(throughout)	15 pts
Final Exam / Paper	TBA	15 pts
Total		100 pts

Evaluation: In accordance with University policies, I will evaluate your work with respect to how well it meets expectations. 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 two short papers. For the **first** of these, groups will work together to design a building, policy, or tool aimed at solving a particular problem or accomplishing a specific goal. Final group papers will need to a) describe the problem or goal, b) describe how their design addresses the problem or goal, c) describe the various actors that would need to come together to construct their building, policy, or tool and make it a reality, d) describe how they would assemble those actors to get it built, and e) project the impact of their project. 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. Students will be given in-class time to work on this project, working together to come up with an idea. Two classes will be devoted to brainstorming, the second of which will incorporate summaries of outside readings selected by students (brief individual summaries will be collected) ; one day will be devoted to drafting the paper (brief individual section drafts will be collected) ; and one day will be devoted to revisions and editing (revised individual drafts and revision comments will be collected).

Trade-off: After meeting with **another group** and reading their paper, students will write their **second** paper. This paper will be written like a history of what happened to the other

group's project from some point in time in the future (e.g. 5 years from now). For this paper, groups will evaluate the contents of the **other** group's paper by projecting forward into the future and assuming **some form** of the group's project has been built. The paper will describe what obstacles got in the way of its completion, how the project changed as a result, and what happened once the building, policy, or tool was completed. Then students will also consider potential reinterpretations and redesigns of the project to serve new uses by future users. 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 paper by way of describing how remaining obstacles (including negotiations between collected actors) altered the project, b) describe how the completed project solved (or failed to solve) its problem or meet its intended goal; c) detail any unintended consequences of the building, policy, or tool, and d) consider how future users might reinterpret or redesign the project in line with new goals. Papers should be between 4,000-6,000 words, with supportive materials relegated to appendices where appropriate.

Groups will then **present** to the class a brief summary of the evolution of the project, from start to finish, looking backward from the future.

Discussion Leadership: After the first two weeks, students will regularly meet in discussion groups to go over and briefly discuss the readings. Generally two students within each group will be assigned to lead the discussion for each day. They will prepare a **concise description** of the readings, offer a **brief analysis** (e.g. strengths and weaknesses of argument or other sustained response), and prepare **3-4 questions (minimum)** to guide discussion, geared toward better understanding the reading and its implications (1-2 pages). The discussion leaders 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 leaders will first ask if anyone has questions about what they've written or different interpretations. 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 via Canvas by the time 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 final 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. There is a possibility that a final paper may be accepted in lieu of a final exam, depending upon circumstances. But students should assume there will be a final exam, that it will be comprehensive, and will cover the entire range of the course, including readings as well as classroom materials.

COURSE SCHEDULE (subject to change!)

DAY	TOPIC	READS	TASKS
Jan.9	Intro	In Class	
Jan.11	Houses & History	Lauster Intro, Forrest & Izuhara	
Jan.16	Theory of Built	Latour	Tent. Groups
Jan.18	Theory of Built	Gieryn	Groups Assigned
Jan.23	Development	Kimelberg	
Jan.25	Transportation	Southworth & BJ	Brainstorm
Jan.30	Mobility	Kidder	
Feb.1	COVID	Rohas-Rueda & Morales-Zamora	Summary 1
Feb.6	What's a Home?	Kellett & Moore	
Feb.8	Who's Homeless?	Homeless Count	Draft 1
Feb.13	What's a House?	Lauster 1	
Feb.15	What's the Problem?	Lauster 2	Revisions 1
	HOLIDAY		
Feb.27	House in Vancouver	Lauster 3	
Mar.1	House in Vancouver	Lauster 4	Paper 1
Mar.6	Uninhabitable	Lauster 5	
Mar.8	Inhabiting House	Lauster 6	Summary 2
Mar.13	Alternative to House	Lauster 7	
Mar.15	(Field Trip)		
Mar.20	Justice & Habitat	Lauster 8	
Mar.22	Canadian Housing	CHOS	Draft 2
Mar.27	Owning & Renting	CMHC 1	
Mar.29	Renting & Social	CMHC 2	Revisions 2
Apr.3	Effects of Housing	Mulder & Billari	
Apr.5	Presentations		Paper 2
	HOLIDAY		
Apr.12	Presentations		