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### **HISP 200: The Everyday & the American Environment**

Meeting Times: T 4-5:15 (Discussion), Th 4-5:15 (Lecture)  
Faculty: Assistant Professor B.D. Wortham, Ph.D.  
Email: bwortham@umd.edu  
Office: Room 1223, School of Architecture, Planning and Preservation  
Teaching Assistants: TBA

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### **Catalogue Description**

CORE: Humanities [HO] and Diversity [D]

There are no prerequisites or prior experiences required for this course. All majors are welcome. An introduction into the theories of the everyday within the context of the American built environment. The course focuses primarily on the American experience of underrepresented, minority, and immigrant communities; both historical and contemporary. The course attempts to challenge what is meant by American in describing the American everyday built environment.

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### **2010 Course Description**

This course will take a critical look at the growing interest in the everyday, particularly as it relates to the built environment of the United States of America. The course, thus, has a dual focus: 1). the definition of the everyday and, 2). Questioning assumptions regarding what constitutes the *American* everyday environment.

This year we will explore this dual focus by addressing the issue of sustainability: both cultural and physical. In addition to readings and lectures that will provide an expansive view of the topic of sustainability in the context of the built environment, the main course project will be situated this year in the Chesapeake Bay Watershed. An area that extends 64,000 miles squared across 6 states and the District of Columbia, The Chesapeake Bay Watershed will serve a way to make the ideas and theories presented in the classroom concrete.

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### **Course Communication**

In an effort to responsibly steward our resources, **this will be a paperless course** as much as possible from our end. This means students will be provided the syllabus, all assignments, a course calendar, schedule, and other announcements **through Blackboard at [elms.umd.edu](http://elms.umd.edu)**. If you have not previously utilized this resource in other courses, please make yourself familiar with the “Enterprise Learning Management System, Enhancing Learning for Maryland Students” website. We will *NOT* be providing hard copies in class. You are still responsible, however, for all course assignments and discussions and scheduling posted on Blackboard at [elms.umd.edu](http://elms.umd.edu). Thanks for helping us to save paper.

## **Course Requirements**

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Reading discussion/participation		56 pts
Vary btw. 5-7 points depending on workload		
Case Study project & participation		64 pts
Assignments 1-5	[34 pts]	
Final Project	[30 pts]	
Written Exam		25 pts
Visual Exam		25 pts
<b>Total points possible</b>		<b>170 pts</b>

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The following total point values will correlate to the following final grades—note all grades are based on rounding to the nearest tenth decimal point (see grade scale at end of syllabus for more information):

A+	= 164.9-170 (Extraordinary)	A	= 158.1-164.8 (Outstanding)
A-	= 153-158	B+	= 147.9-152.9
B	= 141.1-147.8 (Above Average)	B-	= 136-141
C+	= 130.9-135.9	C	= 124.1 130.8 (Average)
C-	= 119-124	D+	= 113.9-118.9
D	= 107.1-113.8 (Below Average)	F	= Below 107 (Failing)

### Further clarification:

"D" project (Below Average) Basic minimal requirements as outlined in the assignment are not met.

"C" project (Average) Basic minimal requirements as outlined in the assignment are met.

"B" project (Above Average) Basic minimal requirements are met and are further elaborated upon and show a greater effort and level of sophistication in both content and form.

"A" project (Outstanding) An outstanding assignment meets all requirements outlined above and demonstrates overall exceptional understanding of both content and form to include the highest level of synthesis and analysis of the material being presented.

### **Reading Discussion Participation**

### **Worth 56 points**

Tuesdays will be devoted to the discussion of readings. Each of these reading discussion days are worth 5-7 points (depending on work load). In order to receive the full points, students are required to:

- Be on time.
- Bring a quote from the reading they want to discuss. ***These quotes are required to be typed and handed into the teaching assistant at the beginning of class.*** At the top should be the student's name, the name of the text, and the page number of the quote (if the quote is from a film, then provide character attribution). If there is more than 1 reading assigned, students are required to bring a quote from each reading.
- Participate fully (which means you open your mouth and words—on the topic at hand—come out) during the 50 minutes of discussion section.

In other words, the grade will be based upon the student's physical presence in class, *as well as* his or her intellectual engagement *every class meeting* with the material.

Points will be deducted for: Lateness, Not talking, Not having some or any quotes

## **Case Study Project**

**Worth 64 points**

### **Assignments (34 points):**

Assignments 1-5 will introduce you to and involve the research of a community in the Chesapeake Bay Watershed. See individual assignments for detailed description expectations and grading.

### **Final Project (30 points)**

The final project will build upon and extend assignments 1-5 and will require visual communication of what has been learned about the cultural and physical sustainability of the student's chosen site. The final project will be graded on concept and execution. In other words, grading will focus not only on the critical thinking demonstrated in the making of the final project, but also the craft of the making of the project. The issue of craft will not preference high tech over low tech, but look at how well the project was executed given the techniques chosen. See forthcoming document for detailed description expectations and grading.

## **Written Exam**

**Worth 25 points**

The exam will be based on *all material* covered in the readings, films (both in and out of lecture), and lectures through *Thursday 15 April*. The exam will be short answer: focusing on definition of keywords and their application and identifying passages with their author/speaker/source.

## **Visual Exam**

**Worth 25 points**

The exam will be based on *all material* covered in the readings, films (both in and out of lecture), and lectures through *Thursday 15 April*. The exam will require short essay discussion of slides.

## **CLASS SCHEDULE (schedule, like syllabus, is subject to change)**

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### **Week 1**

M, 25 Jan. Semester Begins

T, 26 Jan. Discussion sections will not be held. First class is Thursday lecture.

TH, 28 Jan. Lecture—Introduction

### **Week 2**

T, 2 Feb. Discussion of Visual Communication Assignment  
**Due: Assignment 1**

TH, 4 Feb. Lecture— Theories of Culture: High, Low & No

### **Week 3**

T, 9 Feb. Discussion of Required Readings & ideas for Assignment 2  
• *Nobrow: The Culture of Marketing and the Marketing of Culture* by John Seabrook; read entire pdf file on elms  
• *Front and Back Regions of Everyday Life* by Erving Goffman; read entire pdf file on elms

TH, 11 Feb. Lecture— Theories of the Everyday—Michel de Certeau and Henri Lefebvre

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**Week 4**

T, 16 Feb. Discussion of Required Readings  
• Stacy Peralta, *Dogtown and Z-Boys* (2002)  
**Due: Assignment 2**

TH, 18 Feb. Lecture— Thick Description & Authenticity

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**Week 5**

T, 23 Feb. Discussion of Required Reading & ideas for Assignment 3  
• *The Unreal America: Architecture and Illusion* by Ada Louise Huxtable; read entire pdf file on elms

TH, 25 Feb. Lecture—Cultural Landscape: Who Decides?

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**Week 6**

T, 2 Mar. Discussion of Required Reading  
• *Yuppies, Bubba, and the Politics of Culture* by Catherine Bisher  
• *Conflicting Landscape Values: The Santa Clara Pueblo and Day School* by Rina Swentzell  
• “You’ve Got it Backwards” in *Hearth & Home, Preserving a People’s Culture* by George McDaniel  
**Due: Assignment 3**

TH, 4 Mar. Lecture—Gentrification and Cultural Sustainability

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**Week 7**

T, 9 Mar. Discussion of Required Reading and ideas for Assignment 4  
• selections from *A Raisin in the Sun* by Lorraine Hansberry; read pdf file on elms  
• selections from *A Man in Full* by Tom Wolfe; read pdf file on elms

TH, 11 Mar. Lecture will not be held; watch film for discussion on 23 March.

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**Week 8**

Spring Break 15-19 March

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**Week 9**

T, 23 Mar. Discussion of Required Reading  
• Kevin Rodney Sullivan’s *Barbershop 2* (2004)  
• *The Oversimplification of Gentrification* by Donovan Rypkema  
**Due: Assignment 4**

TH, 25 Mar. Lecture— Culture, Nature & Sustainability

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**Week 10**

T, 30 Mar. Discussion of Required Reading and ideas for Assignment 5

- Walter Brock's *Land and how it gets that way*
- John Nichols, *The Milagro Beanfield War*, pp. 24-69

TH, 1 Apr. Lecture—Sustainability and the Built Environment

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**Week 11**

T, 6 Apr. Discussion of Required Reading

- Selections from *Cradle to Cradle: Remaking the Way We Make Things* by William McDonough & Michael Braungart,
- Daniel Gold & Judith Helfand's *Blue Vinyl* (2002)

**Due: Assignment 5**

TH, 8 Apr. Lecture—Sustainability & the Everyday

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**Week 12**

T, 13 Apr. Discussion of Required Reading and Final Project

- Selections from *The Long Emergency: surviving the converging catastrophes of the 21<sup>st</sup> century* by James Howard Kunstler

TH, 15 Apr. Lecture—cultural and physical sustainability and the everyday

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**Week 13**

T, 20 Apr. In class Prep for Written Exam

TH, 22 Apr. In class Prep for Visual Exam

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**Week 14**

T, 27 Apr. Written Exam

TH, 29 Apr. Visual Exam

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**Week 15**

T, 4 May Discussion of Final Project

TH, 6 May Site Visit for Final Project

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**Week 16**

T, 11 May Work Independently on Final Project

Th, 13 May First Day of Final Exams  
**Final Project Due**

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**Reading**

All readings will be available through Blackboard at the elms course site or on book reserve in the Architecture Library.

### Reference Books On Reserve in the Architecture Library

PS3501.G35 A6	Agee, James	<i>Let Us Now Praise Famous Men</i>
NA9053.H76E94	Chase, John, et al, eds.	<i>Everyday Urbanism</i>
TR820.5.G36	Ganzel, Bill	<i>Dust Bowl Descent</i>
GF90.U53 1997	Groth, Paul	<i>Understanding Ordinary Landscapes</i>
NA2543.S6A633	Harris, Steven & Deborah Berke, eds.	<i>Architecture of the Everyday</i>
BD431.H475 2002	Highmore, Ben	<i>Everyday Life and Cultural Theory</i>
NA737.1159A35	Hood, Walter	<i>Urban Diaries</i>
HD 1525.L3	Lange, Dorthea & Paul Taylor	<i>An American Exodus</i>
E169.02.O96	Owens, Bill	<i>Suburbia</i>
TR653.W64A4	Wolcott, Marion Post	<i>FSA Photographs</i>

### **Dry, But Critical Information for which YOU are held responsible:**

#### **Attendance Policy**

Absences will be excused only in cases of personal illness or extreme emergency beyond a student's control. In order for an absence to be excused, you must obtain a verification of illness from the Health Center or a physician or other appropriate written evidence. If work needs to be made up due to an excused absence, you will be granted on extra day for each excused day.

Religious Observances: The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Faculty should further remind students that prior notification is especially important in connection with final exams, since failure to reschedule a final exam before the conclusion of the final examination period may result in loss of credits during the semester. The problem is especially likely to arise when final exams are scheduled on Saturdays.

#### **Academic Accommodations**

If you have a documented disability, you should contact Disability Support Services 0126 Shoemaker Hall. Each semester students with documented disabilities should apply to DSS for accommodation request forms which you can provide to your professors as proof of your eligibility for accommodations. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at [http://www.counseling.umd.edu/DSS/receiving\\_serv.html](http://www.counseling.umd.edu/DSS/receiving_serv.html).

#### **Academic Integrity**

The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>

The University of Maryland is one of a small number of universities with a student-administered Honors Code and an Honors Pledge, available on the web at <http://www.jpo.umd.edu/aca/honorpledge.html>. The

code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University Senate encourages instructors to ask students to write the following signed statement on each examination or assignment: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)."

The following statement is intended to amplify selected aspects of those rules and is not a substitute for full understanding of and compliance with the rules as set out in the Code: It goes without saying that cheating is unethical. Students should also recognize that if somebody cheats, then that person is gaining an unfair advantage over the others. For both practical and ethical reasons, students should be on guard against cheating by others and should not aid it or tolerate it.

### **CORE Distributive Studies**

CORE Distributive Studies: You may have chosen this course as part of your CORE Liberal Arts and Sciences Studies Program, the general education portion of your degree program. CORE Distributive Studies courses are designed to ensure that you will take a look at several different academic disciplines and the way they create and analyze knowledge about the world. A faculty and student committee approved this CORE Distributive Studies course because it will introduce you to ideas and issues that are central to a major intellectual discipline and because it promises to involve you actively in the learning process. Please take advantage of the opportunities this course offers you.

### **Grading Policy**

Authorship of Work: All projects, essays, papers, exams, etc., submitted by students enrolled in HISP 200 must be entirely the product of the individual student. HISP 200 students may not receive any assistance from fellow students (unless an assignment is designated as group work), upper-class students, spouses, relatives, friends, acquaintances or employees. Students who fail to meet this requirement will be subject to University policies concerning Academic Dishonesty. No warnings.

Ownership of Work: Any assignment that is submitted for academic credit is recognized by the University of Maryland and the School of Architecture, Planning and Preservation to be the equivalent to a formal examination. Therefore, upon submission, all projects become the property of the School.

Late Work: All assignments are due at the date and time indicated. Late assignments will be downgraded one letter grade per day late unless it qualifies as excused. Students should consult the schedule to be aware of their responsibilities.

Incomplete Work: Incomplete work is generally discouraged. Severe incompleteness will result in the grading down of individual assignments based upon the degree of incompleteness. All assignments are due in completed form at the date and time indicated.

Concerns About Grades: The proper procedure for obtaining an explanation is to schedule an appointment with the relevant faculty member during office hours. Prior to any meeting, the student should re-examine the project statement and objectively evaluate where he/she perceives discrepancies to exist.