A seminar that seeks to examine the role of the racialized and gendered body in acts of placemaking. Readings include excerpts from critical theory, affect theory, disability studies, gender studies, critical race theory, architectural and spatial theory.

Department of Architecture, University of Wisconsin-Milwaukee
Spring 2016
Instructor: Arijit Sen
For more details email instructor at senA@uwm.edu

Image copyright: Justin Miller
http://www.bowtiescoffeeandart.com/heart-of-darkness/
EMBODIED PLACEMAKING

SEMINAR ON BODY AND PLACE
ARCH 533-002 W 1:30 PM – 4:10 PM AT AUP 189; INSTRUCTOR: ARIJIT SEN, EMAIL: senA@uwm.edu

THREE GOALS
Our bodies act as markers. They mark our presence in space, our position in society, our emotions and feelings, and our identity. Bodies are also primary units of space. Our measurement conventions refers to our body as an unit of analysis while we gauge the scale of our environment in relation to our bodies. As highly visual (and sensory) objects, we tend to see and interpret bodies based on phenotype and external appearance even before we speak to individuals. Due to such interpretive readings, bodies become political artifacts. As subjects we are embodied beings. The first goal of this class is to explore how bodies are marked and how such attributions are contested expressions of social power.

The politics of corporeal marking is central to placemaking. At the most basic level bodies mark territories. Acts of crossing and transgression make us aware of real and symbolic edges that delineate our world. Our behavior and actions determine the meaning and use of space and embodied practices, so deeply ingrained and habitual that we barely realize it, are employed in maintaining our worlds. Bodies therefore are engaged in “performative” cultural practices, actions, behavior and gestures, that shapes our identity and personhood. The second goal of this class is to clarify the relationship between bodies, place and identity (or subjectivity).

The third goal is to ask how the human body is implicated in social actions related to concepts such as food justice, health, aesthetics, sustainability and housing. Understanding these relationships also opens up discussions of the workings and limits of social power. On the one hand, we find that our bodies are fixed within a matrix of social mores, rules, and systems of power. On the other hand, we deploy our bodies to resist these forms of power and in turn, establish our physical and social presence in this world.

Our experience of this world — ranging from its material, ecological, environmental, economic, cultural or socio-political conditions — are primarily sensory and somatic in nature. The embodied experience of place can be experienced through multiple overlapping and intersecting modalities and in this course we will focus on two —race and gender. By suggesting “embodied placemaking” (Sen and Silverman, 2014) as a category of analysis, this course argues that, in foregrounding not only place but also the body’s role
within it as mutually constituent elements of the built environment, we can open up deeper and innovative ways of understanding the human experience across a variety of disciplines.”

**LEARNING GOALS**

At the end of this class, enrolled students are expected to demonstrate an expert level of comprehension and learning in the following ways: 1. Demonstrate an advanced ability to create new knowledge and reinterpret existing knowledge within the context of a real life example or case-study. 2. Demonstrate an ability to read, evaluate, and interpret the built environment as cultural artifact; uncover the ideological and symbolic underpinnings of the material world. 3. Take an informed critical position on the scholarship of the built environment while situating this work within students’ respective disciplines.

Your ability to achieve these learning goals will be tested in the following ways:

1. **Application of theories and concepts:** In the context of increasing social and economic inequities, declining urban communities, and crumbling built infrastructure, cities like Milwaukee (also called legacy cities) serve as examples or case studies where scholars find innovative and resurgent solutions that address the needs of local residents. The semester assignment challenges you to apply what you learn in class within the real context of a neighborhood in Milwaukee.

2. **Classroom Performance:** During class discussions you will be asked to explain, examine, critique and apply concepts that explore the relationship between the social construction of place. Your ability to address this issue in critical and nuanced ways. You will be asked to lead class discussions, analyze and challenge concepts, and bring in your examples to discuss in class.

**REQUIREMENTS AND GRADES**

1. **Assignment:** There will be one semester long assignment with three intermediate submissions and one terminal paper. Selected term papers will be uploaded on to BLC field school website.

2. **Readings and discussions.** Students are expected to complete all weekly readings and write a one page response paper. The response papers will focus on 1) theory, 2) epistemology and 3) narrative frames or recurring themes that tie the readings together. The outline for the response paper is attached in Appendix A. The class time will be used to discuss readings and questions. Each week one student will be charged to grade all response papers from that week’s response papers, for content and style. In addition, each week, a panel of 7 students will be assigned to conduct a panel discussion on readings.

Grades are based on the following categories:
50% In class participation; weekly response papers, regular timely attendance; completing assigned readings and assignments in time, and leading discussions and sharing ideas
50% Semester research papers

The “A” (4 points) grade indicates work of *sustained excellence* – work that demonstrates a high degree of technical quality, creativity and critical inquiry.
The “B” (3 points) grade indicates work of significantly better than competent quality – work than demonstrates above average technical skills, creativity and critical engagement.

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1 This term was coined by the 110th American Assembly held in Detroit in 2011. The Lincoln Land Institute Policy Report was an outgrowth of the Assembly. One of the authors is a senior fellow at the CCP a co-sponsor of that Assembly. [http://americanassembly.org/project/reinventing-americas-legacy-cities](http://americanassembly.org/project/reinventing-americas-legacy-cities)
The “C” (2 points) grade indicates satisfactory work – work that demonstrates technical, creative and critical competence. It reflects regular attendance, continuing improvement and successful accomplishment of course objectives.

The “D” (1 point) grade indicates marginal competence in most or all areas of study.

**Late work, tardiness and/or missed classes:** There will be an automatic one full grade reduction per class on late assignment unless a written doctors excuse or the equivalent is presented. Each unexcused absence will reduce your grade by ¼ grade point. Repeated tardiness will reduce participation grades.

**TEXTS**
Ta-Nehisi Coates, Between the World and Me. (New York: Spiegel & Grau, 2015). All other readings will be uploaded on to D2L or held on reserve at the Golda Meir Library.

**POLICIES**


1. Students with disabilities. If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible http://www4.uwm.edu/arc
2. Religious observances. Accommodations for absences due to religious observance:
   http://www4.uwm.edu/secu/docs/other/S1.5.htm
3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty: http://www4.uwm.edu/current_students/military_call_up.cfm
4. Incompletes. Generally no incompletes will be given in this course. A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
5. Discriminatory conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.
   https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
6. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/
7. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
   https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
8. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.
   http://www4.uwm.edu/secu/docs/other/S28.htm
9. The final exam requirement, the final exam date requirement, etc.
   http://www4.uwm.edu/secu/docs/other/S22.htm

10. The university has a responsibility to promote academic honesty and integrity and to develop
    procedures to deal effectively with instances of academic dishonesty. Students are responsible for the
    honest completion and representation of their work, for the appropriate citation of sources, and for
    respect of others’ academic endeavors.

11. Sexual harassment will not be tolerated by the university. It subverts the university’s mission and
    threatens the careers, educational experience, and well-being of students, faculty and staff.

12. All projects shall be designed to engage the environment in a way that dramatically reduces or
    eliminates the need for fossil fuels, and to convey an ethical position in regard to the use of non-
    renewable materials and materials that pose a threat to human and environmental health.

## SCHEDULE

[ALL READINGS SHOULD BE COMPLETED **BEFORE** CLASS.]

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<th>Topic</th>
<th>Comments</th>
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<tr>
<td>1</td>
<td>Jan 27, 2016</td>
<td>Introduction, themes, methods, and topics</td>
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<td>2</td>
<td>Feb 3, 2016</td>
<td>Theories</td>
<td>Group meets at the UWM Library. Group Discussion: 1:30-2:50 PM Collaborative meets at the DH Lab, UWM Libraries, from 3:00 - 4:10 PM</td>
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<td>3</td>
<td>Feb 10, 2016</td>
<td>Methods</td>
<td>Assignment 1 due: Abstract and initial bibliography due [Please read this week’s readings multiple times as demonstrated in class]</td>
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<td>4</td>
<td>Feb 17, 2016</td>
<td>Race</td>
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<td>Feb 24, 2016</td>
<td><strong>Gender</strong></td>
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<td>Aaron Betsky <em>Some Queer Constructs</em> and <em>Closet Cases and Mirror Worlds</em> in <em>Queer Space: Architecture and Same-Sex Desire</em> (New York: William Morrow and Company, 1997)</td>
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<th>Mar 9, 2016</th>
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**Assignment 2 due:** Revised abstract and detailed bibliography due Collaborative event. Presentations and lectures


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For more see,  

### 8 Mar 16, 2016

**SPRING BREAK**

### 9 Mar 23, 2016

**Home and Domestic Spaces**


For more see,  


### 10 Mar 30, 2016

**Workplace, Malls, Stores and Retail Spaces**


Meaghan Morris, “‘Things to Do with Shopping Centres,’” *Gender Space Architecture: An Interdisciplinary Introduction*, Jane Rendall, Barbara Penner, Iain Borden (eds.) (New
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<td>11</td>
<td>Apr 6, 2016</td>
<td>SAH Meeting. Out of Town Assignment 3 due: Paper outline, revised abstract, updated bibliography due</td>
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<td>12</td>
<td>Apr 30, 2016</td>
<td>Prisons and carceral Landscapes</td>
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<td>13</td>
<td>Apr 20, 2016</td>
<td>Nature and Outdoors</td>
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<td>14</td>
<td>Apr 27, 2016</td>
<td>Streets, Plazas and Public Spaces</td>
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|      |            | Jennifer Nardone, “Roomful of Blues: Jukejoints and the Cultural Landscape of the


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<tr>
<td>15 May 4, 2016</td>
<td>Student Presentations</td>
<td>Final symposium and day-long event. Collaborative meets at Zilber School</td>
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<tr>
<td>16 May 11, 2016</td>
<td>FINAL TERM PAPER DUE</td>
<td>Assignment 4: Final paper due on May 11, 2016 by 5:00PM</td>
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ASSIGNMENT

UWM expects each student to be honest in academic performance. Failure to do so may result in discipline under rules published by the Board of Regents (UWS 14). The most common forms of academic dishonesty are cheating and plagiarism. Plagiarism includes: Directly quoting the words of others without using quotation marks or indented format to identify them; or, Using sources of information (published or unpublished) without identifying them; or, Paraphrasing materials or ideas of others without identifying the sources. If a student is charged with academic misconduct, there are specific procedures, including the right of appeal, which must be followed by UWM. Sanctions imposed by the university in response to academic misconduct range from reprimands to expulsion. (From https://www4.uwm.edu/dos/conduct/academic-misconduct.cfm)

Your term paper should be a research paper that focuses on issues related to race, gender and the human body as discussed in class. Your project should examine a real place, issue, or event from the Washington Park/Martin Drive E neighborhood. You may consider the following topics to frame your research:

1. Surveillance, Policing and carceral landscapes.
2. Landscapes of community health and wellness
3. Place, placemaking and environmental justice
4. Place and Food justice/insecurity
5. Landscapes of economic development and policing
6. Landscapes of health and wellness
7. Heritage, place-memory and preservation
8. Housing and domestic landscapes
9. Art, aesthetics and culture

You may use one or more of these analysis methods:
1. historical and archival analysis
2. policy and legal interpretation
3. participant observation and interviewing (ethnographic analysis)
4. discourse analysis
5. spatial analysis and ethnography (spatial ethnography)
6. building type analysis,
7. cultural landscape analysis and material culture analysis

Assignment 1: Abstract and initial bibliography due February 10, 2016 in class
Use Chicago Style citation style (http://www.chicagomanualofstyle.org/tools_citationguide.html).
How to write an abstract: see https://www.winthrop.edu/uploadedFiles/cas/english/AbstractTips.pdf
http://hsp.berkeley.edu/sites/default/files/HOW%20TO%20WRITE%20AN%20ABSTRACT.pdf

Assignment 2: Revised abstract and detailed bibliography due March 9, 2016 in class
Use Chicago Style citation style (http://www.chicagomanualofstyle.org/tools_citationguide.html).


Final Paper Due: May 11, 2016 by 5:00PM
Format: Times, 12 font, double spaced, 1” margins, 3500-5000 words.
Use Chicago Style citation style (http://www.chicagomanualofstyle.org/tools_citationguide.html).
**WEEKLY RESPONSE PAPER FORMAT**

Each week you are expected to turn in a ONE PAGE written response paper for EACH of the readings. Response papers should answer the following questions:

1. What was the central argument of the author? What was the warrant behind the argument?
2. What evidence did s/he use to make his/her point?
3. How are the arguments of the articles related? What is the overall issue/argument of all the papers?
4. List at least 2 critique of the argument and the paper.
5. Who are the scholars cited in the readings? List them and explain how they are related.

Details: 12 Font size, Times, 1" margins, ONE page max.
Continuously Developing Reading List

GENDER

Marion Roberts, Living in a Man-Made World: Gender Assumptions in Modern Housing Design (London: Routledge, 1991)
Gordon Brent Ingram, Anne-Marie Bouthillette, and Yolanda Retter, eds., Queers in Space: Communities, Public Places, Sites of Resistance (Seattle: Bay Press, 1997)
Joan Scott, "Gender, a Useful Category of Social Analysis" in Gender and the Politics of History, (New York: Columbia University Press, 1988)
Kate Bornstein, "Solving the Gender Puzzle" and "Who’s on Top?" in My Gender Workbook (London: Routledge, 1998)
Linda McDowell, In and Out of Place: Bodies and Embodiment in Gender, Identity, and Place: Understanding Feminist Geographies (Minneapolis: University of Minnesota Press, 1999)
Elizabeth Grosz, "Bodies-Cities" in Sexuality and Space
Molly Nesbit, In the Absence of the Parisienne" in Sexuality and Space
Beth Irwin Lewis, "Lustmode: Inside the Windows of the Metropolis" in Women in the Metropolis
Steve File, "In the City" in The Body and the City (London: Routledge, 1996)
Sally Munt, "The Lesbian Flaneur" in Mapping Desire
Anke Gieber, "Female Flanerie and the Symphony of the City" in Women in the Metropolis
Victor Burgin "Perverse Space," in Sexuality and Space
Anne Friedberg "The Mobilized and Virtual Gaze in Modernity: Flaneur/Flaneuse" in Window Shopping: Cinema and the Postmodern (Berkeley: University of California Press, 1993)
Patrice Petro "Perceptions of Difference: Woman as Spectator and Spectacle" in Women in the Metropolis
Mary Ryan “Everyday Space: Gender and the Geography of the Public” in Women in Public (Baltimore: Johns Hopkins University Press, 1990)
Christopher Breward “Fashion and the Man: from suburb to city street. The spaces of masculine consumption 1870-1914” in Sexual Geographies
Elizabeth Lapovsky Kennedy and Madeline D. Davis “I Could Hardly Wait to Get Back to that Bar” and “A Weekend Wasn’t a Weekend if There Wasn’t a Fight” in Boots of Leather, Slippers of Gold
Anne-Marie Bouthilette “Queer and Gendered Housing: A Tale of Two Neighborhoods in Vancouver” in Queers in Space
Stephen Quility “Constructing Manchester’s ‘New Urban Village’: Gay Space in the Entrepreneurial City” in Queers in Space
Michael P. Brown Closet Space
Jon Binnie “Trading Places: Consumption, Sexuality, and the Production of Queer Space” in Mapping Desire
David Bell “Fragments for a Queer City” in Bell, Binnie, Holliday, Longhurst, and Peace, Pleasure Zones: Bodies Cities Spaces (Syracuse: Syracuse University Press, 2001)
Tamar Rothenberg “And She Told Two Friends: Lesbians Creating Urban Social Space” in Mapping Desire
Gill Valentine “(Re) Negotiating the Heterosexual Street: Lesbian Productions of Space” in BodySpace
James Polchin “Having Something to Wear: The Landscape of Identity on Christopher Street” in Queers in Space
Wayne D. Myslik “Renegotiating the Social/Sexual Identities of Places: Gay Communities as Safe Havens or Sites of Resistance?” in BodySpace
Miles Ogborn “This Most Lawless Place: The Geography of the Fleet and the Making of Lord Harwicke’s Marriage Act of 1753” in Sexual Geographies
Linda Nead “From Alleys to Courts: Obscenity and the Mapping of Mid-Victorian London” in Sexual Geographies
Judith Walkowitz City of Dreadful Delight
Timothy Gilfoyle City of Eros: New York City, Prostitution, and the Commercialization of Sex, 1790-1920