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## Vernacular Architecture Forum Syllabus Exchange



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**instructor:** Phil Gruen  
**course title:** Discrimination and Design  
**institution:** Washington State University  
**date offered:** Fall 2020

**posted date:** March 2021  
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*Robert E. Lee Monument, Richmond, Virginia, summer 2020*

**Philosophies and Theories of the Built Environment**

**ARCH/ID 530** | Wednesday evenings, 5:45pm-8:15pm | Fall 2020

**School of Design and Construction** | Washington State University

**Associate Professor:** Phil Gruen

**Office Hours:** Thursdays, 4:00pm-6:00pm (Zoom link on Blackboard)

**Email:** [jpgruen@wsu.edu](mailto:jpgruen@wsu.edu)

**Course materials on Blackboard:** [learn.wsu.edu](https://learn.wsu.edu)

**Course prerequisite:** Graduate standing in Architecture, Interior Design, or Landscape Architecture

**NAAB criteria addressed:**

Realm A (Critical Thinking and Representation): 1, 2, 3, 7, 8

Realm B (Building Practices, Technical Skills, and Knowledge): 10

Realm D (Professional Practice): 1, 2, 3, 6

**University catalog description:** Focus on systematic thought which may describe behavior of the built environment.

**Course overview:** This course will explore philosophies and theories of the built environment with a particular focus around issues of discrimination and design in the contemporary world. In fall of 2020, the course will concentrate on how events regarding racial, cultural, gender, and economic discrimination; the pandemic; and climate change have shaped—and continue to shape—design. Student participation, discussion, and peer-to-peer instruction will comprise the majority of the course grade.

**Course objectives:** Students will delve into issues surrounding discrimination and inequality and explore them in relation to design. Students will also gain experience with presentations, debate, critical

reading, research, and writing for clarity. Depending upon the exercise, students may also gain experience with graphic design and sketching. Students will all work towards seeing or reading the built environment as a political construct. Students will be teachers as much as students in this class: it is as important that the professor is also learning from the students as it is that the students are learning from the professor. Furthermore, group projects in this class are intended to help prepare students for the collaborative nature of the professional studio or firm. It is thus important to work courteously and respectfully with one another in this class.

This class is also intended to prepare students as *active* practitioners and professionals; that is, informed about contemporary events that may be affecting the world of the built environment (or equipped with the tools to be informed). Students must be prepared always to consider the following question: *what can designers do about this situation?*

**Challenging Topics:** To this end, some topics this semester may be sensitive and difficult, and you may feel inadequate or uncomfortable discussing certain issues and ideas. You may hear (or read, or watch) opinions with which you will disagree. You are certainly not required to speak and/or participate in *everything*, but I hope we can create a safe and collaborative environment where everyone will feel welcome to speak and be heard. While the occasional interruption is acceptable, it is important to be compassionate, to respect, and to recognize others' opinions and experiences—both that of the writers, producers, and videographers of the material you are reading but also that of one another. If at any time you may feel uncomfortable about the classroom environment, please come speak with me about it.

**Course structure:** This course is a “flipped classroom” in that reading, videos, power points, or other media must be completed *before* coming to class and students should be prepared to present that information to their fellow students and the professor—not the other way around. Furthermore, the course is “flipped” in the sense that the professor also will be a student and students will be professors (at least while leading the weeks' readings/videos/podcasts). The professor is also responsible for doing all the reading/watching of assigned material (and will be excited to do so!).

The course will feature six (6) major philosophies and theories that touch upon issues of discrimination and/or design directly or indirectly, not all of which are necessarily mutually exclusive. The philosophies and theories will be examined in two-week segments (or fortnights), with the professor selecting the material for the first week and either four (4) or five (5) student leaders (depending upon final class enrollment) selecting the material for the second. The student leader groups will lead discussion for both weeks.

**Student leaders (30%):** Leaders must be familiar with the material for their assigned fortnights (noting the particular arguments put forth by the various articles, authors, videos, etc.) but should inspire and provoke discussion through their own presentations, questions, activities, follow-up questions, comments, and summaries. It is advised that student leaders meet (via Zoom) to prepare and student leaders should be prepared to address or re-address important comments or ideas raised in the previous discussion for the second week of their fortnight.

For the most part, the format in which class discussion is led is open. However, each week of the fortnight student leaders must begin with at least a 5-10 minute overview of the material they assigned (or were assigned) before showing videos, asking questions, opening the floor to discussion, or engaging the class in participatory exercise(s). Those overviews—intended to remind all students about the

material they just read/watched—should focus on the broad philosophies and theories covered in the readings/videos/podcasts; they are not intended as a point-by-point “book report” on precisely what was reported or conveyed. During the second week of the fortnight, student leaders must attempt to incorporate, expand upon, debate, or discuss some of the philosophies and theories raised in the first week—both by the authors or producers of the readings, videos, or podcasts but also by their fellow students. Student leaders may wish to re-introduce (or introduce) any of the readings/other material that was assigned from the previous week, as well—particularly if there was no time to discuss it.

**Leading class discussion:** For each week, leaders may choose to introduce new information from their own research or experiences, or they may involve the class in activities that are not directly related to the assigned readings, videos, or podcasts—but it must be obvious that issues or themes from that material are being conveyed or covered. Student leaders may show power points, videos, photographs, drawings, sketches, interactive games, or other group exercises to make points or inspire discussion, and students should feel free to divide the class into breakout rooms to facilitate interaction. Although we will be on Zoom, student leaders could even encourage fellow students to walk away from their computers/devices and head outside (time, light, and weather permitting) or around their houses and “report back”—provided this activity is relevant to the class material being covered that week. All activities that students ask others to do must take into account all precautions regarding health and safety (COVID-19 and otherwise).

Student leaders must be prepared to fill gaps or generate more questions if discussion is lacking. All students are highly encouraged to look more deeply into philosophies and theories of the built environment or more architects and interior designers; building types, authors, and/or directors of the material they select. If an article includes links to other materials, student leaders ought to click into them. And, while sometimes the comments from the “public” may seem inane in the commenting area beneath online articles, students are encouraged to read them and gain a broader sense about the opinions regarding the world of design. Surely journalists do not have the last word?

Leaders should avoid short, reductive quizzes or quick memory-retention exercises in class with yes/no and true/false sorts of answers—for those tend to leave little room for debate. In other words, student leaders should avoid using something such as Kahoot! unless they are prepared to write challenging, open-ended questions and to analyze and discuss the answers with the class. While leaders should be careful not to present/discuss *too* much material, they should have enough material to keep conversation going if there is a lull. If the discussion is lively, student leaders should be willing to allow the discussion to continue (within reason). It is far better to generate discussion than to “get through” your presentation.

To keep class lively, leaders are encouraged to try methods of leading discussion that are different from those of previous fortnights (with the exception of the summary at the beginning). There may be an occasional week where the professor will ask the student leaders specifically to introduce material in a certain way or to ensure that a particular idea is discussed. Even for those weeks, however, student leaders are expected to facilitate the majority of the discussion. It should be evident to the professor (and to the class) that every student in every group has contributed in some fashion.

Student leaders are advised to consider offering a short (5-10 minute) break mid-way through each class session (~6:55pm) to permit everyone to refresh and to help prevent “Zoom fatigue”— particularly, though not only, because some students will have come from studios in the afternoon. Even if discussion is flowing very well (I hope so!), taking breaks is important. Non-student leaders (including the professor) may suggest that break as well.

Finally, student leaders are not expected (or permitted) to require non-student leaders to turn in any assignments in conjunction with that assigned material, but certainly may ask their fellow students to participate in the in-class activities.

**Power points (or other visual aids):** Student leaders are encouraged to put together a presentation with a power point (or other media) to guide discussion and act as a visual aid for each week of the fortnight. The visual aids should include a brief summary of the main points of the readings/videos/podcasts (preferably at the beginning) and be compiled with care and a consistent graphic quality and proper spelling. They will also stand as a record of the effort and work put in by the student leader team if we do *not* end up covering all of the philosophies and theories. Downloaded photographs and graphics are certainly acceptable, but sources should be acknowledged with a list of references.

Student leaders (or one representative from the presenting team) must place that visual aid(s) in the appropriate Blackboard folder by 9pm on the night of the *second* presentation of the fortnight (but may send it earlier). These will be factored into the grade for the student lead. Placing those visual aids as both PDFs and a Zipped folder with the powerpoints would be ideal: for some reason, Blackboard occasionally has challenges with the proper display of PDFs. If you are having challenges with the uploading process, please contact the professor directly.

**Professor reading/video/podcast selections:** For the first week of each fortnight, the professor will select a handful of cost-free and open-access articles, videos, or other media intended to spark discussion and analysis. The student leaders are responsible, however, for leading the class discussion based upon the chosen material. (Please note that material listed on the syllabus may be updated as the semester goes along to maintain relevancy; while students may feel free to read, watch, or listen to anything listed on the syllabus at any time, student leaders may wish to wait until after a previous fortnight to begin reading/compiling their own presentations.)

It is also fully intentional that not all professor-selected material is rigidly focused around a common philosophy or theory; the intent is that the selections provide *various ways* to explore ideas, and it is up to the student leaders to consider which aspects of the philosophies/theories to expand upon (or dial in on) for their own selections for the following week. Furthermore, the material selections chosen by the professor do not necessarily constitute an *endorsement* of the approach or thinking about the philosophy or theory; in some cases, provocative material has been chosen to generate discussion and to ensure that more than one viewpoint is presented. Should students have suggestions or recommendations for augmenting, replacing, or eliminating the professor-selected material for any given philosophy/theory, they should feel free to contact the professor with their suggestions. We are all here to learn from each other.

**Student leader reading/video/podcast selections (15%):** Student leaders are expected to select material for the class to read, watch, or listen to for the second week of their fortnight. Like the

professor, student leaders must strive to find and assign material that is cost free and open access (and does not require a subscription, downloading apps, or signing up for services).

Student leaders must pay close attention to points raised during the first week of the fortnight (both from the assigned material and fellow students and/or the professor during class) and try to select new material for the second week that touches upon, expands upon, or isolates those points. The selections for class reading/watching should include at least two items, but no more than five—no matter their length. The student leader selections should be relatively focused around particular themes within the theory/philosophy for that fortnight; it is highly recommended that students are not as all-over-the-map as the professor in those selections!

Material selection is an important part of the grade for this seminar: student leaders must be careful to select thought-provoking material that inspires discussion and stays relevant to the fortnight's philosophy/theory. The length of each assigned item is far less important than the ideas they convey; in many cases, a short article, podcast, or TED talk may contain more memorable and thought-provoking ideas than a book or full-length documentary.

Still, while it is acceptable to include material from journalists, bloggers, design critics, podcasters, and so on, there also should be some attempt to at least look for "expert," and/or scholarly writing or videos (or, at least, expert *opinions*) on the philosophy/theory. Students should be aware of what constitutes non-peer-reviewed, poorly-researched and poorly-written incendiary blather, click-bait, or promotional material versus critical, scholarly, or at least well-researched work. If possible, the material selected for the second week of the fortnight should not repeat *all* the same points of that of the first week; however, it may be important to student leaders to focus on certain ideas that may have received short shrift in the first week—or that deserve more unpacking.

While not required, student leaders may wish to meet with the professor during office hours on Fridays from 10:00am-12:00pm to ensure the relevancy of their proposed material or to gain feedback on it. Student leaders must designate one person in the group to send materials via email to the professor (but all student leaders should be cc'd).

**Sending reading/video/podcast selections to the professor:** Student leader material should arrive "clean;" that is, with all sources listed in one single email. Sources should be listed in bibliographic fashion with the author's name, title, source, and hyperlink in a fashion as similar as possible to that listed on the syllabus, below. Please do not send in a PDF. Student leaders should consider the *order* in which they are suggesting the material be read or watched by others. Most people will begin by watching or reading the first source listed, so perhaps that first source should be a broader idea and the last source something more specific.

The professor should not have to do any more work beyond adding the material to the syllabus and/or posting it to Blackboard. Please do not ask the professor to convert or re-size files, obtain permissions, hunt around for better links, or anything of the sort. Extra work incurred by the professor because of a lack of attention to these details may affect student leader grades. All material for the second week of the fortnight must be sent by email to the professor by noon on Sunday.

**Class participation (30%):** It is expected that all students arrive each week prepared to discuss, debate, support, or critique the assigned material. A large percentage of the final grade revolves around class participation, so all students must be prepared, and all students must contribute. The amount of preparation students put into class each week should allow the class to run for the full two hours and thirty minutes, even if the professor is absent. Those students who are not leading discussion but fail to do the reading or participate in the discussion or activity will make it very difficult for the student leaders and the professor. This will have a detrimental effect on everyone's grade. It is also expected that student leaders *become* class participants once the presentation has concluded and class-time exercises or discussion have begun—helping to guide the discussion or otherwise engaging in the discussions that have emerged. If you are leading class that week and fail to actively participate with the rest of the class, this will affect your grade. All class sessions will be recorded on Zoom, so the amount of class participation can be tracked by the professor.

The role of the professor during the class participation segment, for the most part, will be as a student; that is, if there are activities or breakout rooms or general participation, student leader groups should feel free to engage the professor in those activities or place in those rooms as well. The professor nonetheless reserves the right to participate in multiple activities or otherwise *not* participate for any reason; there may also be times when the professor will wish to clarify or re-focus the discussion if it is moving too far astray.

**Read/watch/listen for main ideas:** It is difficult to remember every last detail of every article, podcast, video, or other assigned material, and it is not expected that you do so. However, you must prepare for class *intelligently*: take notes as you prepare and attempt to identify the thesis, argument, angle, or main point(s) of the assigned material (if there is one, or if there are many) as well as some of the principal examples the authors (or videographers) use to illustrate their point(s). Do you agree or disagree with their contentions, the way they present the material, or the tactics they are suggesting? What other examples or methods do you think might have been more appropriate? If you have questions while you are preparing for class, write them down and be prepared to raise them during class time (whether or not those questions are elicited by the student leaders). If class discussion is lacking during any particular week, the professor might ask to collect preparation notes from the class.

**Fortnight written reflections (15%):** All students are required to produce two (2) reflections to the fortnight philosophies/theories throughout the semester. When students choose to write their reflection to a particular fortnight, those responses are due on or before Saturday afternoon at 5pm after the second class discussion on the philosophy/theory. You cannot write about the one in which you presented.

For the two fortnight reflections that students choose, all students who were *not* student leaders for that philosophy/theory are required to turn in an approximately 300-word response on the material and/or class discussions. There will be some flexibility with this assignment, but in general fortnight reflections should mention/discuss at least two of the assigned articles or other media by name, should take into account (or mention) the class discussions, should be unafraid to comment on the effectiveness of the student presentation and/or a particular reading (or other media), and should offer an answer to the question: *what can designers do about this issue?* Normal conventions for writing quality, proper formatting, grammar, and syntax are expected; however, these reflections need not be

written as mini-papers with a thesis and conclusion; they should instead be intelligent and thoughtful musings. A point-by-point summary is not expected. Specific parameters for the fortnight written reflections will be posted to Blackboard.

**Other Assignments:** There may be other assignment(s) related to course material, class discussion, or out-of-class-time symposia. If such assignments happen, they will be posted and discussed with the class in advance.

**Late assignments:** All assignments/projects will drop 1/3 of a grade each day the assignment is late, including weekends and holidays (this includes the student leaders' submission of material for class discussion by the Sunday afternoon deadline). Keep in mind that turning something in even one minute after the deadline (time-stamped on Blackboard) will result in 1/3 of a grade drop. For this reason, if you feel as if your assignment needs a lot more work, you may wish to give yourself another day to revise/complete the project without losing more than 1/3 of a grade.<sup>1</sup>

**Recordings:** All class sessions will be recorded into the cloud and should be accessible on Blackboard at some point after the lecture; this is to ensure that all students will have access to the material for the purposes of writing the fortnight written responses or in case circumstances around that compelled the student to miss class. Please note that watching a recorded video will not substitute for an unexcused absence, but you may wish to do so anyway to keep up with course material.

**Grading/feedback:** Students will receive grades and written comments on student leads (which will include general comments on the student leader reading/video/podcast selections and the visual aids) as well as the fortnight written responses. If students wish to know how they are doing on class participation or any other aspects of class at any time, they are encouraged to attend office hours or set up a separate appointment.

**Attendance, respect, enthusiasm, effort:**

**Attendance** is critical for a class that meets weekly: missing one class is equivalent to missing an entire week's worth of classes. Therefore, just one unexcused absence may affect your grade. If you find yourself looking for ways to avoid class or avoid completing the material, then you should drop the class. If there is an impending conflict with a particular week—especially if that conflict falls within a fortnight you are leading—please consult the professor (and/or your fellow student leaders) well ahead of time. If you must switch your group, you will need to work with others to agree to make that switch. And please arrive on time, as there may be important announcements made at the beginning of class. (In fall 2020, we expect to make accommodations for those students who have overlaps with another class/studio).

**Class respect:** While a comfortable and safe environment for discussion and participation is encouraged, please refrain from extraneous conversation (or private chats) during class time—unless it is based upon the class discussion or activity. Please avoid the use of your phones, tablets,

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<sup>1</sup> Students must attempt to complete every required assignment or project in this class, and all assignments must be completed and turned in before the due date of the final project. Even if the assignment is so late that it cannot possibly receive a passing grade, students must take the assignment seriously and make an effort to address the parameters of the assignment. Failure to complete any assignment (or project) by that date will result in a failing grade for the course. It is the responsibility of the student to reach out to the professor in the event of a missed due date as soon as the student is able.



etc. during class time, and please avoid use of the internet unless it is part of a class activity, group activity, to the benefit of the class material, and/or you are planning to share that information through the “share screen” feature. It is obvious—even on Zoom—when students are not paying attention, and this may affect your grade.

While debate and disagreement about the material is certainly acceptable, even encouraged (how else can we learn?), please also exhibit courtesy towards your fellow colleagues and the professor. The notion of class respect also intersects with student leads and class participation: you must respect your colleagues enough to allow everyone to participate equally and courteously. Along those lines, students may wish to use the “raise hand” feature if they have something to say or wish to ask a question as part of the class session, and student leaders may wish to answer those questions in order so that everyone has a chance to speak. We may adjust this process as we move along—it is all something of an experiment! (And, I will permit the student leaders to choose how they wish to run their sessions.)

**Zoom cameras, sound, chats:** Please keep your cameras on with you in the frame (as much as possible), and please keep your sound muted unless speaking or about to speak. It is, of course, understandable that any class session may involve instances where you may need to move away from your camera or “mute” your video/camera. However, this should not be the default mode. If you have any concerns about keeping your camera on for the duration of class time during the semester, please contact the professor to discuss.

**Enthusiasm and effort:** A class such as this runs on enthusiasm and effort: you don’t have to love everything we are discussing, but putting forth a strong effort and showing enthusiasm towards the process of learning can go a long way. Such aspects can’t be measured, precisely, but they’re generally evident to the professor. They too can contribute to the grade—often in quite positive ways.

**Grading breakdown (approximate)**

<u>Student leads (including visual aids):</u>	30%
<u>Student leader readings/videos/podcast selections:</u>	15%
<u>Class participation:</u>	30%
<u>Fortnight written responses:</u>	15% (total)
<u>Attendance, respect, enthusiasm, effort:</u>	10%

**Please note:** *The grading breakdown is approximate and other factors may boost your grade, such as demonstrating particular interest and effort. Similarly, poor attendance or disruptive behavior may affect your grade in a negative way. The professor may adjust the approximate grade percentages as the semester goes along; however, students will be notified if this is the case. Major updates or changes to the syllabus will be announced in class and posted to Blackboard.*

**Group projects and grading:** The “student leads” are group projects and each group will receive a single grade on those projects. However, it is a common student concern that group projects are “not fair” because one or two students do more work than others on the project—and yet everyone receives the same grade. Students must understand that the world of design is a collaborative process, and—in the end—few people actually care about who did what. While the group projects in this class are not

necessarily collaborative design projects, these projects are intended, in part, to ensure that students are prepared for collaboration at the professional level. While no student should ever discuss the performance or effort of other students with the professor, students should trust that the professor is able to observe, at some level, who is doing more work than others on assigned projects and leads. While such observations will not affect the group grade, they may affect the observed student's overall semester grade (they could factor into enthusiasm, effort, and class participation, for example).

**Grading scale:** Assignments and projects will be calculated on a 100-point scale and will be averaged at the end of the semester. Each assignment will be weighted with respect to the grading breakdown for the course:

100 = A	86 = B	72 = C-
99 = A	85 = B	71 = C-
98 = A	84 = B	70 = C-
97 = A	83 = B/B-	69 = D+
96 = A	82 = B-	68 = D+
95 = A	81 = B-	67 = D+/D
94 = A	80 = B-	66 = D
93 = A/A-	79 = C+	65 = D
92 = A-	78 = C+	64 = D
91 = A-	77 = C+/C	63 = D
90 = A-	76 = C	62 = D
89 = B+	75 = C	61 = D
88 = B+	74 = C	60 = D
87 = B+/B	73 = C/C-	59 and below = F

COVID-19 Policy: Students are expected to abide by all current COVID-19 related university policies and public health directives, which could include wearing a cloth face covering, physically distancing, self-attestations, and sanitizing common use spaces. All current COVID-19 related university policies and public health directives are located at <https://wsu.edu/covid-19/>. Students who do not comply with these directives may be required to leave the classroom; in egregious or repetitive cases, students may be referred to the Center for Community Standards for university disciplinary action. [For fall 2020, this class will be conducted as a distance-learning class, so these policies and public health directives likely will not apply. However, students are encouraged to remain vigilant of COVID-19 announcements that may affect instruction.]

**Safety:** WSU has developed a resource in support of its commitment to the safety of students, faculty, staff and visitors. Students are encouraged to review the Pullman Campus Safety Plan ([safetyplan.wsu.edu](https://safetyplan.wsu.edu)) and the WSU Office of Emergency Management website ([oem.wsu.edu](https://oem.wsu.edu)). Additionally, students should also become familiar with the WSU ALERT site ([alert.wsu.edu](https://alert.wsu.edu)), which provides information about emergencies and other issues affecting WSU. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies. It should be bookmarked on computers, and it is recommended that all students should go to their "mywsu" portal at [my.wsu.edu](https://my.wsu.edu) and register their emergency contact information under the "Pullman Emergency Information" if they have not already done so.

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act,” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the WSU safety portal.

**Academic integrity:** Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(4)) may receive a failing grade on that particular exam or assignment, which could result in a failing course grade as well as dismissal from the university. In those cases, the student will not have the option to withdraw from the course pending an appeal, and will be reported to the Center for Community Standards.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating. If you have any questions about what is and is not allowed in this course, you should communicate with the professor before proceeding. If you wish to appeal a faculty member’s decision relating to academic integrity, please use the form available at communitystandards.wsu.edu. Make sure you submit your appeal within 21 calendar days of the faculty member’s decision.

**Students with disabilities:** Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations: [www.accesscenter.wsu.edu](http://www.accesscenter.wsu.edu) or email [access.center@wsu.edu](mailto:access.center@wsu.edu). Students may also call 509.335.3417 to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center. It is a university expectation that students visit with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after they have officially requested their accommodations.

**Accommodation for Religious Observances or Activities:** Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104: Academic Complaint Procedures.

**Graduate School:** Further detail about these and other policies can be found on the WSU [Graduate School website](#).

**SDC student policies:** The School of Design and Construction at Washington State University is committed to providing its students with an exceptional educational experience. Our student population comes from diverse social, economic, and ethnic backgrounds from throughout the world. We have established school policies to ensure proper codes of respect, responsibility, and decorum, and you must read and abide by them. The policies may be accessed under “Student Policies” (4.1-4.9) via the school’s webpage here: [sdc.wsu.edu/overview/sdc-documents](https://sdc.wsu.edu/overview/sdc-documents). School policies are supplemental to other policies and procedures of the college and the university. WSU policies are outlined in the University Catalog, which establishes student guidelines, policies, and expectations.

## Week-By-Week Overview

Key: **Dark red** = due dates

**Green** = scheduled activities or events

Note: The materials listed with open bullet points should be completed *before* class that day. As many of these topics are immediately relevant, new research is emerging almost daily. Thus, some of the below may change as the semester progresses; students are urged to check with the professor before embarking on reading/preparing for the next session lest the readings, videos, and/or podcasts below have shifted:

Week 1 (Aug. 26): Introduction: Discrimination and Design

Week 2 (Sept. 2): Black Lives Matter I

- Ta Nehisi-Coates, [“The Case for Reparations,”](#) *The Atlantic*, June 2014.
- Ruha Benjamin, [“The New Jim Code? Race and Discriminatory Design,”](#) *EdSurge Podcast*, August 20, 2019.
- Joy Knoblauch, [“Defensible Space and the Open Society,”](#) *Aggregate*, Vol. 2 (March 2015).
- [“AIA Issues Letter to President Trump Opposing Proposed Executive Order,”](#) press release, Feb. 6, 2020.
- Michael Imber, [“In Response to the AIA,”](#) *At Home & Afield: An Architect’s Journal*, Feb. 18, 2020

Week 3 (Sept. 9): Black Lives Matter II

- Kendall A. Nicholson, [“Where Are My People? Black in Architecture,”](#) *asca-arch.org*, Aug. 14, 2020.
- Renu Varadheeswaran, Noor Ul Ain, et. al., [“Plural Pandemics,”](#) *aias.org*, June 12, 2020.
- Ava DuVernay (director), [13TH](#) (film), 2016. (Also available on Netflix.)
- 60 Minutes, [“Born good? Babies help unlock the origins of morality,”](#) *YouTube*, Nov. 18, 2102.
- Salamishah Tillet, [“We Asked Four Documentarians: How Does Film Shape the Fight for Racial Justice?”](#), *New York Times*, June 30, 2020.
  - **Fortnight written reflection due (Saturday, Sept. 12, by 5:00pm)**

Week 4 (Sept. 16): Genders I

- Mimi Zeigler, [“Building Sisterhood: How Feminists Sought to Make Architecture a Truly Collective Endeavor,”](#) *Metropolis*, Aug. 8, 2019.
- Susanna Rustin, [“If Women Built Cities, What Would Our Urban Landscape Look Like?”](#) *The Guardian*, Dec. 5, 2014.
- Suzanne Tick, [“His and Hers? Designing for a Post-Gender Society,”](#) *Metropolis*, March 20, 2015.
- Shelby Wax, [“LGBTQ+ Design Leaders On How Community Creates Space for Success,”](#) *lonny.com*, June 21, 2019.
- Jessica Mairs, [“Hannah Rozenberg Develops Online Tool for Designing Architecture Without Gender Bias,”](#) *Dezeen*, Aug, 12, 2018.

Week 5 (Sept. 23): Genders II

- Carlson, Kathryn, and Edythe McNamee. "[Hear Kids' Honest Opinions on Being a Boy or Girl Around the World](#)," *YouTube*, Dec. 18, 2016.
- Robyn Clay-Williams, "[Gender Equality Requires Gender-Based Design](#)," TEDxMacquarieUniversity, *YouTube*, Oct. 28, 2019.
- Neela Ghoshal, "[LGBTQ Rights Around the World](#)," *YouTube*, 2019.
- Connor Beaton, "[The Mask of Masculinity - the Traditional Role of Men Is Evolving](#)," TEDxStanleyPark, *YouTube*, June 16, 2016.
- David Perlmutter (director), "[Planning For, With, and By the LGBT Community](#)," (performance by Neal Stone, et. al.), *YouTube*, Apr. 11, 2016.
- Landon Wilcock, "[Reimagining Masculinity; My Journey as a Male Sexual Assault Survivor](#)," TEDxQueensU, *YouTube*, Apr. 2, 2018.
  - Fortnight written reflection due (Saturday, Sept. 26, by 5:00pm)

Week 6 (Sept. 30): Pandemonium I

- Jason Sayer, "[The Pandemic and Protest Have Highlighted Just How Unequal Our Cities Are](#)," *Metropolis*, June 24, 2020.
- Philip Kennicott, "[Designing to Survive](#)," *Washington Post Magazine*, July 13, 2020.
- Harriet Constable, "[How Do You Build a City for a Pandemic?](#)" BBC Future, April 26, 2020.
- Ian Bogost, "[Revenge of the Suburbs](#)," *The Atlantic*, June 19, 2020.

Week 7 (Oct. 7): Pandemonium II

- Nate Berg, "[Bad Design Kills: Why COVID-19 Spread like Wildfire at One of America's Worst Prisons](#)." *Fast Company*, August 13, 2020.
- "[Health Equity Considerations and Racial and Ethnic Minority Groups](#)." Centers for Disease Control and Prevention, July 24, 2020.
- Jacob Stern, "[This Is Not a Normal Mental-Health Disaster](#)." *The Atlantic*, July 7, 2020.
- Evan Thomas, [THE TRUTH ABOUT CORONAVIRUS IN SWEDEN! \(from an American Living in Sweden\)](#). *YouTube*, 2020.
- Mark Zastrow, "[South Korea Is Reporting Intimate Details of COVID-19 Cases: Has It Helped?](#)" *Nature*, March 18, 2020.
- (Optional): Alanna Shaikh, "[Coronavirus Is Our Future: Alanna Shaikh: TEDxSMU](#)." TED Talk, March 2020.
  - Fortnight written reflection due (Saturday, Oct. 10, by 5:00pm)

Week 8 (Oct. 14):

Borders I

- Archipanic.com, "[Border Walls' Architecture from Afghanistan to Zimbabwe](#)," *Archipanic.com*, Feb. 19, 2018.
- Ronald Rael, "[Borderwall as Architecture](#)," *TED* talk, December 2018.

- Dianna M. Nañez, "[Severing a Tribe's Ancestral Lands](#)," podcast, *USA Today* (approx. 17 min.). Story and video can be found [here](#). 2018.
- Naraelle Hohensee, "[The Berlin Wall as a Political Symbol](#)," *KhanAcademy*.
- Choi Moon-Soon, "[The Key to Unlocking Peace with North Korea for the United States is Cross-Border Tourism](#)," *CNN.com*, Aug. 23, 2020.
- Ana Naomi de Sousa (filmmaker), [Israel: The Architecture of Violence](#), *AllJazeera*, Sept. 2, 2014 (approx. 25 min.)

Week 9 (Oct. 21):

#### Borders II

- Ross Brady, "[The Architecture of Border Control: A Design Dichotomy](#)," *Architizer*, November 06, 2017.
- Teddy Cruz, "[How Architectural Innovations Migrate Across borders](#)," *TEDGlobal*, June 2013.
- Jessica Mairs, "[Borders are 'primitive' limits says designer of US-Mexico binational city](#)," *Dezeen*, September 9, 2016.
- Eduardo Bravo, "[Gated communities are bad for the city and for society](#)" *Tomorrow.Mag*, September 1, 2020.
- Amanda Hurley, "[Architects Debate Design's Role in Immigrant Detention](#)," *Bloomberg*, July 30, 2018.
  - **Fortnight written reflection due (Saturday, Oct. 24, by 5:00pm)**

Week 10 (Oct. 28):

#### Fossils I

- "[When Trees Meet Buildings](#)," B1M, YouTube, Aug. 21, 2018.
- Patrick Sisson, "[In the Supertall Era, Is the Sustainable Skyscraper a Myth?](#)" *Curbed*, Jan. 10, 2020.
- Justin Szeremeta, "[No More Tall Buildings: China Declares an end to the Skyscraper Era](#)," B1M, YouTube, July 8, 2020.
- Kinder Baumgardner, "[The Pandemic Offers an Opportunity to Re-Wild Our Communities](#)," *The Dirt: Uniting the Built and Natural Environments*, July 10, 2020.
- Mario Carpo, "[What Architects Need to Know about Carbon](#)," *Metropolis*, Feb. 7, 2020.

Week 11 (Nov. 4)

#### Fossils II

- Jordan Keppler, "[Bill Nye Has a Plan to Solve Climate Change](#)," *YouTube*, May 2019.
- Anastasia Swearingen, "[LEED-Certified Buildings Are Often Less Energy Efficient Than Uncertified Ones](#)," *Forbes*, Apr. 30, 2014.
- D. Budds, "[The Green New Deal is really about designing an entirely new world](#)," *Curbed*, Sept. 19 2019.
- Kim O'Connell, "[After COP21: Where We Go from Here](#)," *Architect Magazine*, April 2016.

- Mary Robinson, "[Why Climate Change is a Threat to Human Rights](#)," *TedWomen*, May 2015.
- (optional) Ivonne Petit, "[We can all be influencers about the climate change](#)," *TEDxDIT, YouTube*, January 2020.
  - Fortnight written reflection due (Saturday, Nov. 7, by 5:00pm)

Week 12 (Nov. 11): No class: All-University Holiday (Veterans Day)

- Week 13 (Nov. 18): Monuments I
- Edward Halperin, "[Removing Statues and Renaming Buildings: Where do we Draw the Line?](#)" *Iohud*, June 29, 2020.
  - Zachary Fine, "[Not All Racist Monuments Should be Torn Down](#)," *New Republic*, Mar. 20, 2016.
  - Julian Brave NoiseCat, "[Take Down Monuments to Native American Oppression](#)," July 3, 2017.
  - Dell Upton, "[Monuments and Crimes](#)," *Journal18*, June 2020.
  - Scott Huler, "[Is Changing a Name Erasing History?](#)" *Duke Magazine*, February 18, 2019.
  - Ian Bateson, "[Is there a Place for the President of the Confederacy?](#)" *New York Times*, Oct. 9, 2020.

Week T (Nov. 25): Thanksgiving Week: No Class

- Week 14 (Dec. 2): Coyote Path: Place, Race, and the Elson S. Floyd Cultural Center (Fireside Chat)
- Robert Lee and Tristan Ahtone, "[Land-Grab Universities](#)," *High Country News*, Mar. 30, 2020.
  - J. Philip Gruen, "[The Land-Grant Campus](#)," *SAH Archipedia*, eds. Gabrielle Esperdy and Karen Kingsley, Charlottesville: University of Virginia Press, 2019.
  - Explore the [Elson S. Floyd Cultural Center website](#) (especially the "Mission and Vision" and "Building History" under the "About Us" tab and the "Building Features" tab).

- Week 15 (Dec. 9): Monuments II
- Jacob Cullers, "[What is the Significance of Monuments and or Memorials to the General Public and to the Artist Who Make Them](#)," *New Minds Eye* (WordPress blog).
  - 99 Percent Invisible, "[Return of Oñate's Foot](#)," Episode 404 (Podcast), June 30, 2020.
  - PBS News Hour, "[Philadelphia public art project ponders the meaning behind monuments](#)," YouTube, Oct. 9, 2017.
  - African American News & Issues (Houston), "[Has Mayor Turner Lost His Damn Mind? Racist Statues to be Placed in African American Museum?](#)" June 12, 2020.



- Horst Todt and Dan-Cristian Dabija, [“The Role of Monument Protection for Tourism,”](#) *Amfiteatru Economic*, Nov. 2008.
- Fortnight written response due (Saturday, Dec. 12, by 5:00pm)

Finals Week    No class