



Course Title:	Site Matters in the City: The Importance of Place and Space
Course Code:	PHLY ARTH 285
Subject:	Art History, Cultural Studies, Sociology
Credits:	3
Contact Hours:	37.5
Semester/Term:	<input type="checkbox"/> Semester <input type="checkbox"/> J-Term <input checked="" type="checkbox"/> Summer
Course Description:	<p><i>Consult the Genius of the Place in all.</i> Alexander Pope</p> <p><i>Give me a place to stand, and I will move the world.</i> Archimedes</p> <p><i>Architecture is the thoughtful making of space.</i> Louis Kahn</p> <p><i>Space is the breath of art.</i> Frank Lloyd Wright</p> <p>Living, working, and going to college or participating in a program in the backyard of one of the nation’s major metropolitan areas is an exciting and often surprising adventure. Yet, even if you are from this region or have visited Philadelphia frequently, you might know very little about what urban living has to offer. So, we are going to investigate together your environment by using the city of Philadelphia, particularly what’s called ‘center city’, as your classroom. We will explore definitions, meanings, and processes of place and space (and their differences) in order to embrace the city as a site of inspiration, innovation, creation, and opportunity. The goal is to demonstrate how place and space are necessary parts when thinking about and doing one’s work.</p>
Course Requirements:	<p>Required Text Selection of Readings, Site Visits, and Workplaces</p> <p>Class discussions will often revolve around the readings; rarely will I lecture about them. I am interested in what you have to say about the readings and site visits, and I will look to you to bring up topics and issues generated for our discussions. I want to create an environment where all of us will be comfortable to talk about the readings and sites and share our thoughts and ideas.</p> <p>Methods</p> <p>You will be challenged through ethnographic methods, site visits, interactive lecture sessions, writing and reading assignments, exercises, small group work, conferences, and seminar discussions.</p>



<p>Learning Outcomes and/or Expected Student Competencies and Assessment Measures:</p>	<p>On completion of the course, students should be able to:</p>					
	<p>Learning Outcomes</p>	<p>Course Requirement that will be used to assess the student's achievement of this outcome</p>				
	<p>Explore how notions of place/space and structure/system are necessary to consider while living and working</p>	<p>Place & Space Considerations; Systems at Barnes & Noble; Research on Grid Plan; Art Museum Essay, Site Visits</p>				
	<p>Explore how identity and difference are directly related to place and space and configure in the development of relations/relationships</p>	<p>Art Museum Essay, Germantown Avenue Essay, Site Visits</p>				
	<p>Traveling the urban landscape (researching what a city affords)</p>	<p>Exploring Definitions/Meanings of Place and Space; Fitting-in Essay; Art Museum Essay; Site visits</p>				
	<p>Developing the 'art' of noticing/observing (description, analysis, interpretation, evaluation, criticism, critique)</p>	<p>Exploring Definitions/Meanings of Place and Space; Fitting-in Essay; Art Museum Essay; Site visits</p>				
	<p>Shifting 'looking' perspectives (ex. looking up, at, in, around, through, down, etc.) to uncover the city environment</p>	<p>Exploring Definitions/Meanings of Place and Space; Fitting-in Essay; Art Museum Essay; Site visits</p>				
	<p>Articulate how experiencing the city as a classroom affects their approach to academics, work, daily living, and social relationships</p>	<p>Final Essay</p>				
<p>Course Outline:</p>	<table border="1"> <thead> <tr> <th data-bbox="467 1539 695 1602">Session</th> <th data-bbox="695 1539 1463 1602">Topic</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1602 695 1871"> <p>Session 1</p> </td> <td data-bbox="695 1602 1463 1871"> <p>Introductions and Outline of Syllabus Overview: Observational Processes (looking, noticing, narrating, describing, analyzing [meta- analyzing], interpreting, reflecting, evaluating, criticizing, and critiquing) Topic: City as the Classroom Readings: Hustvedt's "On Seeing" Elliott/Popkin/Woodall's "Introduction: Markers of</p> </td> </tr> </tbody> </table>		Session	Topic	<p>Session 1</p>	<p>Introductions and Outline of Syllabus Overview: Observational Processes (looking, noticing, narrating, describing, analyzing [meta- analyzing], interpreting, reflecting, evaluating, criticizing, and critiquing) Topic: City as the Classroom Readings: Hustvedt's "On Seeing" Elliott/Popkin/Woodall's "Introduction: Markers of</p>
Session	Topic					
<p>Session 1</p>	<p>Introductions and Outline of Syllabus Overview: Observational Processes (looking, noticing, narrating, describing, analyzing [meta- analyzing], interpreting, reflecting, evaluating, criticizing, and critiquing) Topic: City as the Classroom Readings: Hustvedt's "On Seeing" Elliott/Popkin/Woodall's "Introduction: Markers of</p>					



	<p>the Hidden City” Didion’s “Why I Write” Site Visit: Stroll through ‘Little Bohemia’ Writing: Exploring Notions of Place and Space</p>
Session 2	<p>Topic: Site, Place, and Space Readings: Marshall’s Prisoners of Geography (excerpts) Foucault’s “Of Other Spaces” Casey’s “Preface” to Getting Back into Place Cresswell’s “Introduction”</p>
Session 3	<p>Topic: Structures and Systems Readings: Dangermond’s “Spatial Thinking Is Fundamental” Golledge’s “Thinking Spatially” Ornes’ “Baseball: From Pitch to Hits” Mead’s “DePauw” Forsythe’s “More Than Meets the Eye” Site Visit: Barnes & Noble Writing: Place and Space Considerations When Doing One’s Work</p>
Session 4	<p>Topic: Organization and Classification Readings: Kimmelman’s “Art/Architecture; Museums in a Quandary: Where Are the Ideals?” Site Visit: Philadelphia Museum of Art (PMA) Writing: Systems at Barnes & Noble</p>
Session 5	<p>Topic: Planning the City Readings: Tonkiss’ “Researching the Social and Spatial Life of the City” “Grid Plan” Knight’s “A History of the American Grid in 4 Minutes” “William Penn Plans the City” Mann’s “Story of Cities #7: Philadelphia Grid Marks Birth of America’s Urban Dream” Site Visit: and Presentation: Grid Walk of 5 Squares Writing: Site Analysis of PMA</p>
Session 6	<p>Topic: The Street/Avenue and Difference Readings: Woods’ “Lessons from 2,000 Hours on a Public Bus” Mebane’s “The Back of the Bus” Anderson’s “Germantown Avenue” Site Visit: Germantown Avenue (Bus 23)</p>



		Writing: Research Essay on One of 5 Grid Squares
	Session 7	Topic: Expanding Perspectives Readings: “Restoration Role Model: The Hale Building” Perec’s Species of Spaces and Other Places (selections) Clark’s “Looking Up” Site Visit: Walnut/Chestnut Street Stroll Writing: Germantown Avenue Essay
	Session 8	Topic: Identity, Difference, and the Meanings of Place Readings: Ortiz’s “Paterson Public Library” Lahiri’s “Rhode Island” Baldwin’s “Stranger in the Village” Mengestu’s “Home at Last” Barbato’s “Life after Death” Video Display (google): Nance & Foeman’s “Stature or Statement? Racial Tension in a 9/11 Memorial” Final Essay on Site Matters: Connecting Notions of Place and Space with One’s Major Field of Study OR Workplace OR Place of Residence
	Session 9	Grade Conferences
Other Policies:	<p>Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p>Course Policies For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Plagiarism</p>	



	<p>Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p>Late or Missed Assignments Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p> <p>Title IX Statement</p> <p>Arcadia University is committed to providing a learning, living, and working environment that is free from discrimination. The University has an Interim Policy Prohibiting Sexual Harassment and Sexual Misconduct detailing our commitment to preventing and addressing such behavior. I understand the impact that sexual harassment and sexual misconduct can have and am committed to doing my part to foster an environment that is safe and equitable.</p> <p>Please know that all faculty on campus are mandatory reporters. This means that if you disclose an experience of sexual harassment or sexual misconduct to me outside of a classroom discussion, a writing assignment, or a University-approved research project, I must share what you reported to me with the Director of Arcadia’s Office of Equity and Civil Rights/Title IX Coordinator, Nora Nelle (nellen@arcadia.edu). This does not mean that you will have to pursue an investigation or go through a grievance process. Even if you do not choose these options, the Office of Equity and Civil Rights/Title IX can provide supportive measures and other resources to you.</p> <p>If you or someone you know has experienced sexual harassment or sexual misconduct, please know that you are not alone. If you would like to speak to someone confidentially, confidential resources are provided on the Office of Equity and Civil Rights website.</p>
Prerequisites:	None.