

# Place-Making, Self-Making

## Quest 1/Identities: IDS 2935

**General Education:** Humanities, Diversity, 2,000 words

**Instructor:** Dr. Jennifer Coenen

**Email:** [jcoenen@ufl.edu](mailto:jcoenen@ufl.edu)

**Phone:** 352-846-1138

**Office Location:** TUR 2215

**Office Hours:** T 7 and W 3

**Section:** 11C2 (class #23198), Spring 2020

**Time:** T 6 (12:50-1:40) & R 6-7 (12:50-2:45)

**Place:** Tues. in AND 19 and Thurs. in ROG 110

Course Materials are found at

<http://elearning.ufl.edu>

### Course Description

This multidisciplinary Quest 1 course examines how places and spaces are important components of our personal, social, and cultural identities. Various perspectives, especially those whose views are often overlooked, will fuel this journey examining how we define spaces and places, how they are made and experienced by those with and without power, and the consequences thereof. Ultimately, we will examine how the spaces and places of our world are subject to relationships of power based on identities. By considering the complexity of human connections to places and spaces, we will recognize how they have influenced who we are, how we live, how we behave, and how we connect with others. We will ask the following questions to explore how places and spaces affect how humans live and share their lives: How do the places we inhabit contribute to our sense of self? How and why do we make places? How do places and spaces reflect our relationships with others? How does knowing (or not) the history of space or place contribute to our present-day use, understanding, and identification with the space/place?

Through primary and secondary texts, films, recordings, and personal experiences, you will examine how the places and spaces we inhabit are shaped for us, shaped by us, and shape us.

### Student Learning Outcomes

By the end of IDS 2935, students will be able to

1. describe and explain "home" as a human concept
2. explain how spaces are imbued with power and the effect(s) on others who are excluded or prohibited from the space
3. identify ways in which fictional spaces are born from and reflect the non-fictional reality of the human experience
4. respond to questions about the human experience of places in oral, written, and multimedia forms
5. analyze and evaluate questions about the human experience of places through analytical writing, theoretical application, descriptive study, oral history, and ethnography
6. connect philosophies and experiences of place with their intellectual, personal and professional development while at UF and beyond
7. analyze and evaluate how spaces are experienced differently due to inequalities

## Required Texts

All of the readings, videos, and audio recordings are available through the UF Libraries Course Reserves, embedded in our Canvas course, through YouTube, or freely available online. See the course schedule for specific titles and authors.

## Assignments and Grading

### *Homework/In-class Work*

**Prep Sheets**                    100 points | due Mondays by 10:40 am during Weeks 2-7 and 10-13  
These worksheets provide accountability for reading and act as a sandbox in which to play with ideas about the week's readings.

**OuterSpace Entries**    80 points | due Fridays at 11:59pm  
In 8 entries, students respond to prompts that encourage thinking about places and spaces in unconventional ways.

**Exit Tickets**                    80 points | due at the end of each class period  
To ensure attendance, participation, and comprehension, students will turn in an "exit ticket" at the end of each class. These tickets include responses to questions posed during class time.

### *Major Writing Assignments*

These papers count for the word credit associated with this course. The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and other mechanics.

**"Home" Essay**                    **1000 words** | 200 points | Week 5 | due Friday, February 7 at 11:59pm  
In this essay, students analyze a particular statement about what home is, complicating what seems at first like a simple notion. Students will build up their argument by providing evidence of what lies beneath the surface of that statement and its potential effects.

**Place-ography**                    **1000 words** | 200 points | Week 15 | due Wed., April 22 at 11:59pm  
In this essay, students analyze the relationship between a character's identity and a place in one of a select fictional texts. The analysis will rely on evidence from the text, with additional support provided by course readings.

### *Group Research and Presentation*

**Source Notes**                    45 points | Week 8 | due Friday, February 28 at 11:59pm  
Each group member must submit their own source notes, gathered following methods of historical inquiry.

**Local Research and Presentation**    100 points | Week 9 | due Wed., March 11 at 11:59pm  
This group research and presentation project applies one of the theoretical concepts explored thus far onto a particular space or place at UF or in Gainesville. Using primary sources including archival material, groups will present their research using VoiceThread.

*Experiential Learning*

**Matheson Museum and Downtown Tour** 75 points | Week 6 | Museum Visit on Thursday, February 13 during class time; activity due Monday, February 17 at 11:59pm

On 2/13 the class will meet at a bus stop to travel to the Matheson Museum downtown for a group visit. After the visit, students will be required to complete the [Downtown Gainesville Cell Phone Tour](#). Students will document and share their experience in an Adobe Spark presentation, infographic, or podcast.

NOTE: This is a free activity. To ride the bus, students need their UF ID card. Students who miss the Matheson Museum group visit must make it up by visiting on their own time but cannot make up the exit ticket for that day. After the visit, Dr. Coenen will take interested students on the Cell Phone Tour right away. If you can't complete it that day, you will need to complete it on your own time. You **MUST** complete the tour with at least one other class member—no solitary tours!

**Mobility** 75 points | Week 11 | due Monday, March 30 at 11:59pm

By the end of Week 11, students will ride two RTS bus routes and prepare a comparison of their experiences in an Adobe Spark presentation, infographic, or podcast. This is free with your Gator ID.

*Reflection*

**Reflection Activity** 45 points | Week 14 | due Thursday, April 16 in class

For this in-class activity during the last week of the semester, students will complete a guided reflection exercise that begins with what they remember and understand, how they can apply, analyze, and evaluate what they've learned, and how they can extend it into future endeavors. This activity includes their written personal responses, participating with a group to compare/contrast, analyze, and evaluate their collective experience then whole class discussion.

*Total points: 1000*

Grading will be rigorous. Students are expected to submit assignments that reflect their best work in thinking about the texts, applying the concepts, and communicating the results.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit.**

**Grading Scale**

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

## Course Credit Policies

### Writing Requirement (WR 2,000)

For courses that confer WR credit, the course grades have two components: To receive writing credit, 1) a student must receive a grade of “C” or higher, and 2) you **must** turn in all papers totaling 2,000 words to receive credit for writing 2,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of “C-” **will not** confer credit for the University Writing Requirement. The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

### General Education Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.
-----------	--	---

## Course Policies

### Attendance and In-Class Experience

Attendance and engagement during class time are expected. Learning in this course happens over time spent engaging with the texts, through attentiveness and thoughtfulness during lectures, and with participation in class activities and discussion.

Attendance and participation will be recorded using the Exit Tickets worth 100 points (10%) of your total grade. Additionally, **more than 6 class periods missed will result in failing the course.**

**Only** those absences deemed excused according to [UF policy](#), including university-sponsored events such as athletics and band, (documented) illness, and religious holidays will be eligible for arrangements such as making up work. When you know ahead of time that you will miss class (such as for a university-sponsored event, religious holiday, or scheduled health event), you must contact the instructor ahead of time and make arrangements for making up any missed work.

Tardiness disrupts the class. Excessive or frequent tardiness will result in a 12-point penalty from the Exit Tickets grade.

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Students are expected to contribute constructively to each class session since participation is a crucial part of success in the class. Students will be expected to work in small groups, participate in group discussions, and complete in-class activities.

### Plagiarism & Academic Dishonesty

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows (from the [2018 revision](#)):

*Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:*

- 1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.*
- 2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.*
- 3. Submitting materials from any source without proper attribution.*
- 4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.*

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

**If at any point you are uncertain whether something is considered plagiarism or academic dishonesty, ask your instructor before work is due.**

### **Writing Studio**

The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the Writing Studio online at <http://writing.ufl.edu/writing-studio/> or in Turlington 2215 for one-on-one consultations and workshops.

### **Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at <http://www.dso.ufl.edu/drc/>. That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### **Resources for Students in Distress**

U Matter We Care: <http://umatter.ufl.edu>, 352-294-2273, [umatter@ufl.edu](mailto:umatter@ufl.edu)

Counseling and Wellness Center: <http://counseling.ufl.edu>, 352-392-1575

Dean of Students Office: <https://dso.ufl.edu/>

Field and Fork Pantry: [https://dso.ufl.edu/areas\\_services/field-fork-pantry/](https://dso.ufl.edu/areas_services/field-fork-pantry/)

### **Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via

<https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at

<https://gatorevals.aa.ufl.edu/public-results/>.

## Weekly Schedule

Tentative and subject to change

<b>Week 1</b> 1/6-10	Intro to Quest and course goals
<b>UNIT 1: HOME</b>	
<b>Week 2</b> 1/13-17	<p><b>Homecoming/home-leaving</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <i>Straight Outta Oz</i> (Hall)</li> <li>• “That Warm Fuzzy Felling of Togetherness: on Growing up in the GDR” from <i>After the Wall</i> (Hensel)</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Week 2 Prep Sheet due</li> <li>• OuterSpace 1 due</li> </ul>
<b>Week 3</b> 1/20-24  (Mon. 1/20 – University Holiday: MLK Jr. Day)	<p><b>Housing</b></p> <p>Readings/Viewings:</p> <ul style="list-style-type: none"> <li>• “My architectural philosophy?” (Aravena)</li> <li>• <i>On the Street</i> (L.A. Times)</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Week 3 Prep Sheet</li> <li>• OuterSpace 2 due</li> </ul>
<b>Week 4</b> 1/27- 1/31	<p><b>Analysis/Writing</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• “Shitty First Drafts” (Lamott)</li> <li>• “The Sentence: The Writer’s Most Important Tool” (Casagrande)</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Week 4 Prep Sheet</li> <li>• OuterSpace 3 due</li> </ul>
<b>UNIT 2: PLACE-MAKING</b>	
<b>Week 5</b> 2/3-7	<p><b>Place-making</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• “Quoting the Ancestors” from <i>Wisdom Sits in Places</i> (Basso)</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Week 5 Prep Sheet</li> <li>• <b>“Home” essay due</b></li> </ul>
<b>Week 6</b> 2/10-14	<p><b>History “sits in places”</b></p> <p>Readings/Viewings:</p> <ul style="list-style-type: none"> <li>• “The Wrong Side of the Tapestry” (Stowe)</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Miracle on 13<sup>th</sup> Street</i> (UF)</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Week 6 Prep Sheet</li> <li>• OuterSpace 4 due</li> </ul>
<b>Week 7</b> 2/17-21	<p><b>Sense of place</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• “Sense of Place, Conflict, and Creative Resistance” from <i>Weird City: Sense of Place and Creative Resistance in Austin, Texas</i> (Long)</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Experiential Activity 1 due</li> <li>• Week 7 Prep Sheet</li> <li>• OuterSpace 5 due</li> </ul>
<b>Week 8</b> 2/24- 2/28	<p><b>Group Research Project</b></p> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Source Notes due</li> </ul>
2/29-3/8	<b>SPRING BREAK</b>
<b>Week 9</b> 3/9-3/13	<p><b>Group presentations</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="#">How to Create Presentations That Don't Suck</a></li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• <b>Local Presentation due</b></li> <li>• Outerspace 6</li> </ul>
<b>UNIT 3: EXPERIENCING PLACE</b>	
<b>Week 10</b> 3/16-20	<p><b>Power in Place-Making</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• “Panopticism” (Foucault)</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Week 10 Prep Sheet</li> <li>• OuterSpace 7</li> </ul>
<b>Week 11</b> 3/23-27	<p><b>Moving in Places</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Excerpts from “Charles Baudelaire: A Lyric Poet in the Era of High Capitalism” and “The Arcades Project” (Benjamin)</li> <li>• “Dangerous By Design: Overview” and “The most vulnerable” (Smart Growth America)</li> <li>• “Introduction to Complete Streets” (Smart Growth America)</li> </ul>

	<ul style="list-style-type: none"> <li>• “Roads and Segregation” (Samuel Proctor Oral History recording of Judge Samuel Stafford)</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Week 11 Prep Sheet</li> <li>• OuterSpace 8 due</li> </ul>
<b>Week 12</b> 3/30-4/3	<p><b>Being in Places</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• “A Place Where the Soul Can Rest” from <i>belonging: a culture of place</i> (hooks)</li> <li>• <i>The Color of Law</i> conversation with author Richard Rothstein and Ta-Nehisi Coates on C-SPAN’s <i>Book TV</i></li> <li>• “Safe Spaces – No Place Like Home” (Samuel Proctor Oral History Program Podcast)</li> <li>• “Bay Area LGBTQ Artists Reflect on Safe Queer Spaces” (KQED Arts)</li> <li>• “Making Space in Social Media: #MuslimWomensDay in Twitter” (Pennington)</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Experiential Activity 2 due</li> <li>• Week 12 Prep Sheet</li> </ul>
<b>Week 13</b> 4/6-10	<p><b>Imagining Self, Imagining Place</b></p> <p>Readings/Viewings:</p> <ul style="list-style-type: none"> <li>• “The Wakanda Reader” (Mock)</li> <li>• “Wakanda: The Chocolatest City” (Mock)</li> <li>• “Building the World of Wakanda” (Coates)</li> <li>• Black Panther</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Week 13 Prep Sheet</li> </ul>
<b>Week 14</b> 4/13-17	<p><b>Reflection</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• Reflection Activity</li> </ul>
<b>Week 15</b> 4/20-22	<p><b>Course Wrap-Up</b></p> <p>Due this week:</p> <ul style="list-style-type: none"> <li>• <b>Place-ography due</b></li> </ul>

## Quest 1 and Gen Ed Descriptions and Student Learning Outcomes

- **Quest 1 Description:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.
  - **Quest 1 SLOs:**
    - Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
    - Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
    - Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
    - Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
- **Humanities Description:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
  - **Humanities SLOs**
    - Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
    - Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
    - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).
- **Diversity Description:** In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

- Diversity SLOs:
  - Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
  - Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).
- Writing Description: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.
  - Writing Evaluation:
    - This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
    - The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus page 8).
    - More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.