![University of Maryland]

The Everyday and the American Environment (HISP200)

Term: *Fall 2024*	**Teaching Assistants/Discussion Leaders:**
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Course Description

This course is an introduction to the theories of the everyday within the context of the American built environment. It focuses primarily on the American experience of underrepresented, minority, and/or immigrant communities; both historical and contemporary. It will challenge you to ask what is meant by "American" in describing the American everyday built environment and help you see the meanings (hidden and overt) that are embedded within, subverted, emphasized, memorialized, and/or erased in the spaces you move through on a daily basis. It is designed to pierce the ideological bubbles that cloud the lenses through which we all see the world and enable us to see our surroundings in a new light.

This course asks students to critically engage with the Everyday built environment in America. This course will introduce students to basic terms, concepts, and theories used to study the everyday and the built environment. We will investigate the concept of place by looking at the human, natural, and human-made elements in America's past and present. Students examine their daily experiences with everyday places and compare their everyday experiences with those of others.

The relationship between people and the built environment is a complicated one. Students will explore the dynamic of peoples' impact on the built environment and the built environment's impact on people. Our study of the everyday and the built environment will look not only at the physical environment constructed in America but will explore the social and cultural landscape created within the United States from both historic and contemporary perspectives. Using methods from such disciplines as historic preservation, anthropology, archaeology, cultural geography, and architecture, students will critically evaluate their everyday experiences in the built environment. During the semester, students will be asked to address the following questions.

- How is the "everyday" defined? By whom? How do these definitions vary?

- What is the everyday in America?
- How do social experiences, tradition, heritage, and cultural beliefs impact one's experience of the everyday? How do these impact our built environment?
- How do your experiences of every day differ and or relate to those of others? • How does the everyday relate to race, equity, justice and diversity?
- How has this course changed the way you understand and experience the built environment?

Our exploration will include lectures, readings, case studies, and tours that engage students in the application of the methods, concepts, and theories of historic preservation and other built environment professions to critically examine their own experiences.

Learning Outcomes

After successfully completing this course you will be able to:

- Critically examine the notion of 'everyday' in the American landscape.
- Recognize the social, cultural, and physical forces that shape the everyday experience of diverse Americans in our built environment.
- Recognize the similarities and differences of the peoples inhabiting America.
- Illustrate the historic and contemporary relationship of the built environment with culture and society in the United States.
- Apply methods and concepts from the course into an analysis of your own everyday experience.
- Explain how this course has changed your assumptions and awareness of the socio-cultural aspects of the everyday and the built environment.
- Formulate a personal definition of the everyday built environment and defend it using the terms, concepts, theories, and practices introduced in the course.

Fulfilment of General Education Requirements:

- **Distributive Studies – Humanities**: Distributive Studies courses expose students to a variety of disciplines with the intent of providing a wide-angle view of the fields of learning. They offer insights into the methods of diverse fields, Questions those disciplines seek to address, and the standards through which a search for answers should be conducted. Humanities courses are found in disciplines that study human history and the creative arts through which people have expressed themselves. This course does this through the exploration of the environments that humans have constructed and the analysis of their design, intention, modification, and use through time.
- **Diversity – Understanding Plural Societies**: Courses that meet the diversity requirement investigate the complexities of human difference and commonality. The intellectual journey of these courses address both the promises and problems of plural societies, including the challenges that must be overcome in the pursuit of a just, equitable, and productive society. These courses address the cultural, material, psychological, historical, social, and biological foundations of human difference and the ways in which they interact, merge, and influence one another through the daily practices of people in plural societies. This course meets this requirement through the exploration of the ways in which diverse peoples create, modify, manipulate, and engage with the built environments that the experience.
- **Signature Courses – Big Questions**: Big Question Courses speak to the important issues that spark the imagination, demand intellect, and inspire innovation. They challenge students to wrestle with big questions and examine the ways that different disciplines address them. These courses are intended to teach students how to think about the big questions and messy problems facing our world. There are rarely singular answers, but the process of thinking through them using different approaches is critical to demonstrate the intellectual journey that the exploration of these human problems take us on.

Required Resources

- Course Website: elms.umd.edu

- All required readings are posted on the course ELMS page.

- Total Estimated costs of required course materials: $0.00

Course Structure

The class will meet for lectures every Thursday throughout the semester, from 3:30 to 4:45. The lectures will include foundational knowledge needed for students to learn how to question and interpret the built environments that they find themselves surrounded by every day. Each week will engage students on different aspects of the built environment and the histories of their development, modification, and use through time.

Discussion sessions meet every Friday and will be led by teaching assistants that have all been trained in reading and interpreting the built environment. The discussion sections will include a combination of seminar-style discussions, walking tours, case study workshops, and exam prep. Each of these sessions are designed to help you better understand the concepts and ideas that are the focus of the week and contribute to your success in exams and assignments.

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

Policies and Resources for Undergraduate Courses *(delete if you are teaching a graduate course)*

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct

- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course Guidelines

Names/Pronouns and Self-Identifications:
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Instructor:
Email: If you need to reach out and communicate with me, please email me at swoehlke@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. While I will do my best to respond to emails within 24 hours, do not hesitate to send a follow up email if you have not heard from me and need a quick reply. I get many emails and it is possible that an email may have been missed if you do not see a reply.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:
With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Major Assignments

Short Reflection Papers
- 5-8 paragraph essays that demonstrate a comprehension of subject matter and its connection to landscapes that surround you.
- This will require your knowledge of lectures, readings, and discussion session content.
- Reflection Papers will require you to apply course concepts to a landscape of your choosing. These assignments will help prepare you for the successful completion of your final project.

Quizzes
- Quizzes will be frequent, but unannounced in advance. They will be completed at the end of lecture sessions.
- Intended to ensure that you are completing your readings prior to attending lectures.

Discussion Section Assignments
- Assignments with various formats will be assigned in conjunction with discussion sections
- Assignments will take various forms Some will be independent assignments and others will be completed in Small groups. Participation in discussion sessions will be critical for your ability to complete these assignments.

Exams
- Three exams will be used to regularly test your understanding of concepts in the course.
- Exams will require your knowledge of readings, lectures, and discussion session topics.
- Exams will be made up of hand-written essays completed during class time. Please plan on bringing extra pens so that you will not lose time due to running out of ink or other pen malfunctions. I will not be able to bring pens for students since the class is so large.

Final Project
- The Final Project requires you to demonstrate an understanding of course content and the ways that they apply to one specific landscape that is part of your community/communities.
- Throughout the course, you will learn about many different components that make up landscapes, including their design, use, and modification. The aspects covered in the course are part of every landscape's story. It is your job to demonstrate how they relate or apply to the landscape that you choose.

Grading Structure

Assignment	Percentage %
Short Reflection Papers	15%
Quizzes	10%
Discussion Section Assignments	20%
Exams	30%
Final Project	25%
Total	100%

Academic Integrity

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit Turnitin Originality Checker for Students

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI-generated content are not permitted sources unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the **Office of Undergraduate Studies' full list of campus-wide policies** and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: *"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."* If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, *if you are ever unclear* about acceptable levels of collaboration, *please ask*! To help you avoid unintentional violations, *the following table* lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

	OPEN NOTES	USE BOOK	LEARN ONLINE	GATHER CONTENT With AI	ASK FRIENDS	WORK IN GROUPS
Short Reflection Paper	✓	✓	✓	---	---	---
Quizzes	---	---	---	---	---	---
Discussion Section Assignments (depends on Assignment Specifics)	✓	✓	✓	✓	✓	✓
Exams	---	---	---	---	---	---
Final Project	✓	✓	✓	✓	✓	---

Grades

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.
Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

Course Outline

The format of this section will vary based on the design of your course and the semester, but our guidance is to aim for a clear and concise table that maps out all of the assignment assessments and deadlines and gives students a sense of the course's organization.

Week #	Topic	Weekly Activity
1	**Introduction, Definitions, and Syllabus Review**	**McKeldin Mall Visit, Design intent and Use**
2	**Viewscapes**	**Viewscape Discussion and Assessment**
3	**Soundscapes and Smellscapes**	**Soundscape Workshop**
4	**Phenomenology and Exam Prep**	**Exam Prep**
5	**Exam 01**	**Music Workshop**
6	**Rural, Suburban, Urban**	**Map Comparison**
7	**Leisure**	**Greenbook**
8	**Work and Welfare**	**Exam Prep**
9	**Exam 02**	**Tour of Black UMD**
10	**Slow Violence and the built Environment**	**North Brentwood**
11	**Housing Segregation, housing Covenants and Redlining**	**New Deal and Segregation**
12	**Place and Displacement (Urban Renewal and Gentrification)**	**Lakeland**
13	**Health and Safety**	**Exam Prep (Submit Final Project Outline)**
14	**Thanksgiving (No Class)**	**Study for Exam 3**
15	**Exam 03**	**Final Project Feedback**

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Resources & Accommodations
Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The **Accessibility & Disability Service (ADS)** provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability

becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at **adsfrontdesk@umd.edu**. Information about **sharing your accommodations with instructors, note taking assistance** and more is available from the **Counseling Center**.

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit **UMD's Student Academic Support Services website** to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting **UMD's Writing Center** and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need (**UMD's Student Resources and Services website** may help). If you feel it would be helpful to have someone to talk to, visit **UMD's Counseling Center** or **one of the many other mental health resources on campus**.

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as CARE to Stop Violence (located on the Ground Floor of the Health Center) at 301-741-3442 or the Counseling Center (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the Office of Civil Rights and Sexual Misconduct's website at ocrsm.umd.edu**.**

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit **UMD's Division of Student Affairs website** for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of Veteran Student life and the Counseling Center. Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Participation

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.

- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.

- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.

- Students who miss a live session are responsible for learning what they miss from that session.

- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the **Student Feedback on Course Experiences** to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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