

Spring Quarter 2020

home



housing

homelessness

LA 510 Graduate Seminar

Time Thursday | 10 - 11:50 am

Location 405A Lawrence

Credits 2 Credits, CRN #37054

Instructor Cory Parker, PhD, PLA
Visiting Professor of Spatial Justice
Lawrence Hall 381, Office Hours: by appointment

Course Description

How does our concept of home influence the provision of housing, design of public space and growth of homelessness?

The course will ground theoretical approaches to housing with case studies of places, programs and built work. The class will discuss "home" from the perspective of feminist literature, housing from the perspective of nomadic and informal viewpoints, and homelessness from the perspective of people experiencing homelessness. We will read, draw and discuss in a supportive and challenging environment.

The course is for graduate architecture, landscape architecture and planning students. It satisfies a directed elective in the Architecture Graduate Housing Specialization Program.

LA 510 home, housing and homelessness

course goals

Learning Objectives

- Understand theoretical explanations for the rise in housing insecurity and informality
- Connect homelessness with the spatial allocation of resources/infrastructure as well as the “politics of difference”
- Articulate potential solutions for an inclusive public space and accessible housing

Required work

One written paper; Reading two articles per week; Drawing exercise; Leading discussion

schedule

Home: What is the vision, scope and meaning of home?

- Wk 1: The meaning of home among homeless people - Tomas and Ditmar, 1995 - Case study: the homeless shelter
- Wk 2: Home as domestic life; privacy - Feminist readings of home
- Wk 3: Refugees and home, a dynamic notion - Malkki 1992, Wilson 2014

Housing and public space: What are the implications of housing as private commodity? And the division of space into public and private?

- Wk 4: The division of space into public and private - Ranciere 2015, Low and Smith 2013 - Case study: private suburbs and gated communities
- Wk 5: The spatial patterns of housing and poverty - concentration or dispersal - Hernandez 2009, Lee and Price-Spratlen 2004 - Case study: The BLOCK project
- Wk 6: Design of housing and public space as commodities - Marcuse 2013, Case study: Eugene's Park Blocks

Homelessness: How does homelessness arise in the city? And what is our response?

- Wk 7: The experience of homelessness; aesthetics and living a private life in public space - Gerrard and Ferrugia 2014 - Case study: Skid Row in LA - [Turn in paper draft](#)
- Wk 8: Informality of tent cities - Parker 2020 - Case study: The Wasteland of Sacramento
- Wk 9: Our response as designers. Does design alleviate the problem or contribute to it? - Larson 2018 - Case study: The Housing First movement
- Wk 10: [Turn in final paper.](#)

LA 607: home, housing and homelessness

course expectations

Theory

This is a graduate design seminar. Students will read and discuss as a class two journal articles each week. Each student will choose a week to research a specific case study, generate thoughtful questions and lead the class discussion on that week's topic.

Course work

In addition to class discussion, each student will contribute a paper relating a specific case study to a theoretical framework (either discussed in class or one of the student's choosing).

Grading

Students may choose standard letter grading or pass/no pass. Grades will be based on discussion leadership and participation (40%) and the draft and final paper (60%).

Inclusive and Accessible Learning Environment

As an instructor, I strive to make the learning environment as accessible as possible for students with diverse learning styles, abilities, disabilities and needs. The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu

Ethics and Academic Integrity

Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: <https://researchguides.uoregon.edu/citing-plagiarism>

Student Support

If personal or financial crises arise, please contact me. The University of Oregon can provide students with counselling to get you back on your feet. The Student Counseling Center can be reached at 513-347-3227 at anytime.