

IDH2930: THE URBAN REVOLUTION by Henri Lefebvre

Fall 2017

Lecture: Tuesday period 5 (11:45- 12:35) Little Hall 117

Section Number 1G14

Instructor

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Office Hours

Thursdays period 4 and by appointment

Course Description

The sociologist Henri Lefebvre wrote about the phenomenon of the urban revolution, taking place during the 20th century upon the ashes of the industrial age. A new form of society was developing out of it, a society that was no longer agricultural or industrial but urbanized, extending its effect as far as the countryside. This new understanding of society makes no distinction between the city and the surroundings, changing the way we live in and produce the space. As Lefebvre would say, “the urban problematic becomes predominant when the search for solutions and modalities unique to urban society are foremost”. Thus, the urban revolution evolved into the main motivating force of historical change.

This seminar seeks to understand the multivalent facets of urbanization, unveiling its effect on space and grounding it in a contemporary context. Was Lefebvre right in his visioning of an urbanized society? Has industrialization really come to an end? What kind of processes are now shaping the city and the society? Is the urban society still part of these processes? With these and other questions, this seminar asks students to (1) investigate the concept of urbanization, (2) determine and identify the impact of urbanization on society and its space, and (3) apply the first two objectives to contemporary situations.

Required Course Materials

Lefebvre, Henri. 2003. *The urban revolution*. Minneapolis: University of Minnesota Press.

Additional Readings

There is no additional readings. The instructor might provide in class excerpt from articles, videos, pictures of real situations, her own research field to reinforce the concepts learned from the book and provide a more empirical understanding of them.

Course Design

The seminar is designed to enrich the learning experience of each student. The first part of the seminar is based on open discussions and guest lectures, while the second part of the seminar focuses on a workshop. The open discussions have the goal to understand the theory behind the book. The guest lectures provide an important insight of urbanization and the possible conflict with society. One of them is from the point of view of policy-making, while the other from the point of view of designers. Finally, the workshop has the purpose to work on the final project in class within the design thinking methodology.

Assignments

There are two assignments, the leading discussion due by the end of the first part of the semester and the final project due by the end of the semester.

1. Leading Discussion

Student/s will be the leader of one discussion of an assigned chapter of the book. The leader has two main duties, (1) briefly summarize the chapter and (2) presenting the main points and ideas that the chapter underlines using a wide range of presentation strategies (handouts, demonstrations, online resources, on-campus field trips, etc.)

2. Final Project

The final project has the main goal to apply what learned in class to a contemporary urban and social situation. In order to develop the skill of deeply understanding an urban landscape beyond its bare appearance, students will be asked to analyze one place in Campus or Gainesville.

This assignment consists of the analysis of an urban landscape through the lens of Henri Lefebvre's theory and delivered within a design thinking methodology. In particular, the students will identify a problem arose by a conflict urbanization/society through observations of the space and interviews to at least three persons related to that space. This process will be recorded in a journal which could be a scrapbook, as well as a blog, or a set of small posters (etc.). The majority of the work will be done in class in a workshop setting (see calendar for details).

Learning Objectives

At the end of the seminar students will have learned:

- How to identify a problem related to urbanization and society
- How to “read” space
- What Design Thinking is and its potentiality in other disciplines

Approach and Expectations

My assessment of your performance in this course relies heavily on your attendance and participation in class discussions, and how well you apply the concepts learned throughout the semester onto the final project. I also base my evaluation of your performance on the degree to which you provide evidence that you have taken responsibility for your own learning experience and that you are actively seeking out all of the resources possible to make the learning experience as profound and meaningful as possible.

Attendance

Any absence must be explained. In general, acceptable reasons for absence are illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, jury duty, and participation in official university activities such as music performances, athletic competition or debate. Lateness is not permitted if not justified nor leaving early. If something is seriously wrong please do not hesitate to talk to me about it. Arrangements will be made to cope with serious illness, family or personal crises.

Grading Philosophy and Policy

I award grades not to punish poor performance, but rather to help you understand and master the material we are covering. I expect to see increased comprehension and dominance of the concepts and ideas that we discuss during the course and I take that in consideration toward the calculation of the final grade. I encourage class discussion and I expect involvement and enthusiasm from students, the same enthusiasm I put on teaching. I will not accept assignments submitted after the due date unless students will arrange with me differently. All due dates are posted on Canvas as well as written in this Syllabus.

Makeup policies

Make-up examinations will be scheduled only in case of documented emergencies (see the University Policy <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) or at my discretion. Please, contact me if you think you won't be able to attend one of your assigned work presentation.

Grading Scale and Assignment Summary

Grade Proportion	Grade Scale	Grade Value
Attendance: 20 points (20%)	93-100 = A	A = 4.0
Discussion Activities: 20 points (20%)	90-92,9 = A-	A- = 3.67
Leadin Discussion: 20 points (20%)	87-89,9 = B+	B+ = 3.33
Final Project: 40 points (40%)	83-86,9 = B	B = 3.00
	79-82,9 = B-	B- = 2.67
	75-78,9 = C+	C+ = 2.33
	72-74,9 = C	C = 2.00
	69-71,9 = C-	C- = 1.67
	66-68,9 = D+	D+ = 1.33
	62-65,9 = D	D = 1.00
	60-61,9 = D-	D- = 0.67
Total: 100 points (100%)	0-59,9 = E	E = 0.00

University Grading Policy

Information on UF's grading policy can be found at the following location:

Other Policies

1. *Common Courtesy:* Cell phones and other electronic devices are welcome in class as long as they are used for educational purposes. The instructors may ask a student engaging in disruptive behavior, including but not limited to chatting, texting or snoring, to leave the class, and the student will be marked absent for the day.
2. *Email:* I always try to promptly reply to emails, however sometimes this is not possible. Please, allow 24 hours to get an answer. Keep that in mind if you need advises or clarification on an assignment (avoid to write the night before the due date). Receiving an email that starts with greetings and finishes with a “Thank you” is always appreciated.
3. *Counseling Resources:* Resources available on-campus for students include the following:
 - a. University Counseling and Wellness Center, 3190 Radio Rd, 392-1575;
 - b. Student Health Care Center, 392-1161; and
 - c. Dean of Students Office, 202 Peabody Hall, 392-1261, umatter.ufl.edu.
4. *Course Evaluation:* Students are expected to provide feedback on the quality of instruction by completing online evaluations at evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies the number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to

appropriate personnel. If you have any questions or concerns, please consult me. For more information regarding the Student Honor Code, please see

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Students with Special Needs

Students with special needs and requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>). The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting an accommodation. Please ask me if you would like any assistance in this process.

Class Schedule

WEEK	DATE	TOPIC	NOTES
1	Aug 22	Introduction to the course	- Instructor
2	Aug 29	Introducing the book “The Urban Revolution”	- Instructor
3	Sept 5	Chapter 1 and 2	- Student/s leader discussion - Deciding the place to study - Identify the three persons to interview
4	Sept 12	Chapter 3 and 4	- Student/s leader discussion
5	Sept 19	Guest Speaker: urban policy and social conflict	- Attorney on land use and city commissioner Thomas Hawkins
6	Sept 26	Chapter 5 and 6	- Student/s leader discussion
7	Oct 3	Guest Speaker: architecture and social conflict	- TBD
8	Oct 10	Chapter 7 and 8	- Student/s leader discussion
9	Oct 17	Chapter 9 and conclusion	- Student/s leader discussion
10	Oct 24	Workshop on Design Thinking Methodology	- Instructor

11	Oct 31	Field trip: empathizing with the place	- Observations, pictures, etc.
12	Nov 7	Workshop: Creating the questions	- Prepare the document to show your subjects
13	Nov 14	Workshop: empathizing with the subject	- Do the interviews at home
14	Nov 21	Workshop: Analyzing the interviews	- At home identify the problem
15	Nov 28	Presentation	- Final Project
16	Dec 5	Presentation	- Final Project