Introduction
This course is designed to explore the range of gendered analyses of built environments made during the twentieth century, in a context of culture and place. Students are encouraged to consider the various approaches to gendered analysis of built environments developed since the first wave of feminism gained prominence with the women's suffrage movement. The class will explore the roles of various actors and institutions: women and men, built environment professionals, activists, governments, NGOs, and academics in Australia, Canada, United States and the United Kingdom.

Week one will see an exploration of key terms and definitions such as gender and sex, and examination of the important second wave feminist texts: Virginia Woolf's *A Room of One's Own* and Simone de Beauvoir's *The Second Sex*. The following week students will explore different perspectives on a gender with definitions based in biology, society, culture and psychology. During week three we will look at the legacy of the nineteenth century starting with Catherine Beecher's exhortation of Christian values in the home and its legacy in American domestic design, communitarian experiments such as the Women's Commonwealth through to discussion of the entry of women into the public sphere with suffrage movement. Week four continues the look at the historic movements spotlighting the work of Charlotte Perkins Gilman and advocates of cooperative housekeeping alongside of 21st-century analyses of household labor. In week five historic and contemporary examples again appear exploring the one's popular theme of public/male space verses private/female space.

During week six students will be asked to consider the lives of architects, male and female, and gendered patterns of working relationships, example used are Anne Tyng and Louis Kahn, and Denise Scott Brown and Robert Venturi. This will be followed by a week in which students examine accounts of gender and the city in modernist post-modernist and the constructivist theories, followed by readings and discussion of gendered analysis of vernacular landscapes.

The particular housing means of women will be explored in week 10 including the housing needs of women escaping domestic violence. From there students will be asked to consider issues of sexuality and space exploring theories of gender, sexual orientation and space, and the preservation of gay and lesbian heritage. Week twelve takes up the issue of gender in the professions and building trades looking again and contemporary and historic perspectives from Canada, Australia and the United States. The readings identify barriers to the full participation of women and discuss the sex segregated nature of the workforce in these countries. During the final week of discussion students will examine issues of curriculum and pedagogy in relation to construction and design education and compare these weeks general gendered analysis educational programs, highlighting the impact these have on maintaining gendered workplaces. The final two weeks of the course will be devoted to presentation of student research projects.

Activities will include developing original gendered analysis of particular places, keeping a journal of responses to issues and ideas, writing and presenting a major report.

This course uses WebCT and E-Reserve in order to reduce the use of paper and make readings easier to access. Go to (URL) to access these components.
Objectives
1. To introduce critical aspects of gendered analyses of built environments, their social and cultural contexts, not as a rationale for practices but as a basis for understanding.
2. Introduce historic periods and social movements and their legacy of gendered patterns in built environments.
3. Equip students to analyze and consider a range of gender related needs of in built environments they design.
4. Equip students to apply gender analysis to practices and theories of built environment disciplines and professions.

Core themes
The social construction of gender
Ideology and spatial patterns of built environments
Gender and public policy
Activism for environmental justice
Reform of the professions
Class, gender, sexuality and space
The impact of gendered social and cultural institutions on built environments

Class
First Class is on (Date)
The class meets in (Room) on (Date)

Instructor
Caroline Denigan is the instructor for this course. Please make contact by e-mail and arrange to meet face to face if necessary. caroline_AT_NO-SPAM_denigan.com

Office hours: (details) or by appointment.
REQUIREMENTS

Participation
Students are required to attend and sign in for each class, and to have read and the readings for each session. Students are to bring their experiences, leadership capacities, and critical perspectives to participatory discussions. Students are to treat each other with civility and respect and to distinguish between criticism of ideas and personal attacks. The latter is not appropriate or accepted in the classroom.

Each student will be allowed only two unexcused absences during the course, for each other absence 5% of the total grade for the semester will be deducted.

Reading
The required books will be available from Word is Out Bookstore, 2015 10th Street, Boulder, Colorado 80302 and should also be on reserve in the library.

- Jane Rendell, Barbara Penner, and Iain Borden, eds. (2000) Gender Space Architecture: An Interdisciplinary Introduction, Routledge,

Other papers and chapters will be on e-reserve through Norlin Library.

Film
Amanda Willett (c2002) Women and Architecture: Public Space and Public Work
A Personal Journey with Maya Lin, Artist and Architect
The Fountainhead

Tasks
- Minor Paper: 15%
- Major Paper: 25%
- Paper Presentation: 10%
- Journal: 25%
- Discussion: 25%

Detailed information about the major and minor paper will be distributed as the course progresses. Students are expected to complete assignments by the set deadlines. 10% of the score will be deducted for each day an assignment is late, papers more than a week late will receive no more than a score of 50%.

Report Presentation
During the last weeks of classes you will present your individual reports to your colleagues. You will give an overview of your research topic and how the book(s) influenced your research/ideas/conclusions. Your presentation should be 10 minutes long. A PowerPoint presentation is required.
Gender and Environments Issues Journal
A detailed record of your thoughts and insights on the materials read and discussed during the course, covering at least twelve of the topics, entries to be posted on Web CT.

If you truly engage with course readings and assignments, they will almost inevitably bring up a variety of feelings and personal concerns, as well as ideas and intellectual insights. The objective and subjective reactions can provide valuable insights if they are acknowledged and processed.

Often discussions of gender and gender roles bring up strong feelings and passionately held beliefs. A journal is an excellent place to record and work through such feelings, as well as link to or précis relevant newspaper and journal articles, make notes on relevant conversations, engage in dialogue with the course readings and keep research notes. You need to make entries every week but entries should demonstrate serious grappling with the material.

Journals will be assessed at the end of the semester. Assessment will be made based on engagement with materials, length of entries, the spread of entry dates and meeting the minimum number of entries required.

For each article read in class, please note its usefulness. Would you recommend using it again? Why or why not? “I didn’t like it” or “it is good” are not acceptable responses; offer insightful critiques – good and bad.

Discussion
Once or twice each class, a group will be responsible for leading discussion on the assigned topic and readings. The assigned students will be expected to convene a small, self-organized reading group session and to prepare and submit a discussion question on the readings and topic of the week, these questions forming the basis for fuller class discussions. Questions will be due in electronic format sent to caroline.denigan@colorado.edu by midnight each Monday.

The discussion leaders of the week must guide the discussion. How you choose to generate a discussion and define your pro-active prescription is up to the group members. For example, you could provide a description of a project that is addressing the needs of women and men with respect to the issue under discussion. Such information can be obtained from websites or other similar sources.

Your discussion grade will be generated by the professor, the other members of your group and the remaining students’ opinions of your performance. Each individual group member will give the other members in their group a grade for participation. Each time a group leads the discussion the other students in the class will turn in a sheet indicating the group’s strengths and weaknesses in presentation.
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<thead>
<tr>
<th>Week.</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Introductions and definition of key terms</strong>&lt;br&gt;• Virginia Woolf, “A Room of One’s Own,” extract from Chapter 1, in Rendell, Penner and Borden, 25-28.&lt;br&gt;• Simone de Beauvoir, “The Second Sex,” extracts in Rendell, Penner and Borden; 29-32.</td>
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### 7. Sex, Gender, City: Modernist, Postmodernist, and Deconstructivist Theories


- Doreen Massey (1994) ‘Space, Place, and Gender,’ reprinted in Rendell, Penner and Borden, 128-133.

### 8. Work Spaces

- Doreen Masey with Linda McDowell (2005) ‘Space, Place and Gender’ in Fainstein and Servon, 213-231.

### 9. Gender and the Vernacular Landscape


### 10. Building Housing for Women

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<th>11. Sexuality and Space</th>
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<td>• Henry Urbach (1996) 'Closets, Clothes and disclosure' reprinted in in Rendell, Penner and Borden, 342-352.</td>
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<tr>
<td>• Gail Dubrow (1997) 'Improving the Preservation and Interpretation of Gay and Lesbian Heritage,&quot; paper from National Trust for Historic Preservation, National Conference,.</td>
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<th>12. Gender in the Professions and Trades</th>
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<th>13. Built Environment Curriculum and Pedagogy</th>
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<th>14. Final presentations of student research.</th>
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| 15. Final presentations of student research. |
Acknowledgements:

The following educators and institutions published their syllabi on line and in doing so provided me with valuable examples in compiling this syllabus. I am indebted to them.

Gender, Territory and Urban Space: Delores Hayden, Yale University
http://www.architecture.yale.edu/courses/spring_2005/urbanism_landscape/922b/922bsyllabus05FINAL.pdf

Gender, Sexuality, and the City: Jessica Sewell, New York University

Sex, Gender and Sexuality in the City: Marc Stein, Bryn Mawr College

Gender and Built Environments: Ellen Balka, Simon Fraser University
http://www.sfu.ca/~ebalka/built.htm

Gender, Architecture, and Space: Despina Stratigakos, Harvard University
http://www.fas.harvard.edu/womenstudy/syllabi/FL03_1405.htm

Genders & Architectures: John Paul Ricco, University of Kentucky
http://www.uky.edu/StudentOrgs/QueerInfo/ricco.htm

GENDER AND DEVELOPMENT, With A Focus on Housing: Hemalata C. Dandekar, University of Michigan
http://www-personal.umich.edu/~hema/UP659Syllabus.htm

GENDER AND RACE IN CONTEMPORARY ARCHITECTURE: Kathryn H. Anthony, University of Illinois at Urbana-Champaign
http://www2.arch.uiuc.edu/kanthony/arch424FA04/syllabusMain.html