

SYLLABUS: Sex, Gender, Architecture. **Caroline Denigan**

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.

- Susan S. Fainstein and Lisa J. Servon, (2005) *Gender And Planning: A Reader*, Rutgers, New Jersey.
- Jane Rendell, Barbara Penner, and Iain Borden, eds. (2000) *Gender Space Architecture: An Interdisciplinary Introduction*, Routledge,
- Joan Rothschild, (2005) *Design and Feminism : Re-Visioning Spaces, Places, and Everyday Things*, Rutgers, New Jersey.
- Micheal S. Kimmell with Am Aronson, (2004) *The Gendered Society Reader* (2nd Ed) Oxford University Press.

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

Film

Eames, Charles and Ray. (1986) *The World of Charles and Ray Eames* Produced by Masaaki Hagimo.

Michael Blackwood, et al. (1988) *Robert Venturi and Denise Scott Brown*. Produced and directed by Michael Blackwood.

(1997) *Jane Jacobs: Urban Wisdom*

Amanda Willett (c2002) *Women and Architecture: Public Space and Public Work*

Nathaniel Kahn (2003) *My Architect: A Son's Journey
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.

Timetable of Topics and Readings

Week. Topics and Readings
1. Introductions and definition of key terms
<ul style="list-style-type: none">• Virginia Woolf, "A Room of One's Own," extract from Chapter 1, in Rendell, Penner and Borden, 25-28.• Simone de Beauvoir, "The Second Sex," extracts in Rendell, Penner and Borden; 29-32.
2. Explanations for Gender
<ul style="list-style-type: none">• Judith Lorber (2000) 'Believing is Seeing: Biology as Ideology' in Kimmell, 14-25.• Margaret Mead (2000) 'Sex and Temperment in Three primitive Societies' in Kimmell, 34-39• Candace West and Don H Zimmerman (2000) 'Doing Gender' in Kimmel, 113-150• James Messerschmidt (2000) 'Varieties of "Real Men" ' in Kimmell, 126-149.• Anne Fausto-Sterling (2000) 'The Five Sexes: Why Male and Female Are Not Enough' in Kimmell, 150-168.
3. The Legacy of the Nineteenth Century
<ul style="list-style-type: none">• Catharine E. Beecher and Harriet Beecher Stowe (1869) <i>The American Woman's Home</i>. Hartford, J. B. Ford and Company, New York, 43-58.• Dolores Hayden (1977) 'Catharine Beecher and the Politics of Housework' in Susana Torre (ed.) <i>Women in American Architecture: A Historic and Contemporary Perspective</i>, Whitney Library of Design, New York, 40-49.• Gwendolyn Wright (1981) 'The Women's Commonwealth: A Nineteenth-Century Experiment' <i>Heresies</i>, Vol.3 No.3; 24-28• Mary P. Ryan (1990) 'Gender and the Geography of the Public' <i>Women in Public: Between Banners and Ballots, 1825-1880</i>, Johns Hopkins, Baltimore, 60-94.
4. Houses without Kitchens, Towns Without Housework
<ul style="list-style-type: none">• Polly Wynn Allen (1988) 'Gilman's Attention to Domestic Architecture: Her Fourfold Case Against Prevailing Household Design' in <i>Charlotte Perkins Gilman's Architectural Feminism</i>, University of Massachusetts Press, Amherst, 55-119.• Marilyn Aldridge (1996) 'Only demi-paradise? Women in Garden Cities and New Towns', <i>Planning Perspectives</i> 11, pp23-39.• Scott Coltrane (2000) 'Household Labour and the Routine Production of Gender' in Kimmel; p186-205• Susan Stanfield (2003) 'Theory vs. Practice: Co-operative Housekeeping Comes to the Small Town,' <i>Proceedings of the 4th Annual Graduate Symposium on Women's and Gender History</i>, University of Illinois, http://www.history.uiuc.edu/hist%20grad%20orgs/WGHS/stanfield.pdf• Ann R. Markusen (2005) 'City Spatial Structure, Women's Household Work, and National Urban Policy' in Fainstein and Servon, 169-190.
5. Public Space / Private Space
<ul style="list-style-type: none">• Shirley Ardener (1993) 'The Partition of Space,' in Rendell, Penner and Borden, 112-117.• Carol Brooks Gardner (1994) 'Out of Place: Gender, Public Places, and Situational Disadvantage,' in Roger Friedland and Deirdre Boden, <i>Nowhere: Space, Time and Modernity</i>, UC Press, Berkeley; 335-355.• Timothy Gilfoyle (1996) 'Prostitution' in Kenneth Jackson, ed., <i>The Encyclopedia of New York</i>, Yale University Press, New Haven, 946-948.• Susana Torre (1996) 'Claiming Public Space: The Mothers of the Plaza de Mayo' in Rendell, Penner and Borden, 140-145.• bell hooks (1989) 'Choosing the Margin as a Space of Radical Openness' in Rendell, Penner and Borden, 203-209.• Alexander J. Reichl (2005) 'Fear and Lusting in Las Vegas and New York' in Fainstein and Servon, 31-46.
6. The Architect, His Wife, and the Woman Architect
<ul style="list-style-type: none">• Sara Homes Boutelle (1981) 'Women's Networks: Julia Morgan and her Clients,' <i>Heresies</i>, 3:3, 90-95.

- Denise Scott Brown (1989) 'Room at the Top? Sexism and the Star System in Architecture' reprinted in Rendell, Penner and Borden, p.258-265.
- Louis Kahn (1997) *Louis Kahn to Anne Tyng: The Rome Letters 1953-1954*, Rizzoli, New York, 28-61 Tyng
- Charlotte Perriand (1998) *A Life of Creation*, Monacelli, New York, 228-240.
- David Popenoe (2000) 'Modern Marriage: Revising the Cultural Script' in Kimmel, 59-94.

7. Sex, Gender, City: Modernist, Postmodernist, and Deconstructivist Theories

- Griselda Pollock (1992) *Modernity and the Spaces of Femininity*, excerpts reprinted in Rendell, Penner and Borden, 154-167.
- Doreen Massey (1994) 'Space, Place, and Gender,' reprinted in Rendell, Penner and Borden, 128-133.
- Rosalyn Deutsche (1996) 'Men in Space,' reprinted in Rendell, Penner and Borden, 134-139.
- Mary McLeod (1996) 'Everyday and Other Spaces,' reprinted in Rendell, Penner and Borden, 182-202.
- Cheryl Buckley (1999) 'Made in Patriarchy--Theories of Women and Design, A Reworking' reprinted in Joan Rothschild, *Design and Feminism: Re-Visioning Spaces, Places, and Everyday Things*, Rutgers, 109-117.

8. Work Spaces

- Daphne Spain (1985) 'The Contemporary Workplace' reprinted in Rendell, Penner and Borden, 118-127.
- Leonie Sandercock and Ann Forsyth (1992) 'A Gender Agenda: New Directions for Planning Theory,' *Journal of the American Planning Association* 58, reprinted in Richard T. Le Gates and Frederic Stout, *The City Reader*, Routledge, 407-420.
- Delores Hayden (1999) 'Claiming Women's History in the Urban Landscape,' in Joan Rothschild *Design and Feminism: Re-Visioning Spaces, Places, and Everyday Things*, Rutgers, 45-56.
- Barbara F. Reskin (2000) 'Bringing the Men Back In: Sex Differentiation and the Devaluation of Women's Work' in Kimmell, 277-290.
- Doreen Masey with Linda McDowell (2005) 'Space, Place and Gender' in Fainstein and Servon, 213-231.

9. Gender and the Vernacular Landscape

- McMurry, S. (1989). 'Women in the American Vernacular Landscape' *Material Culture*, 20:1, 33-49.
- Rebecca Sample Bernstein and Carolyn Torma, (1991) 'Exploring the role of Women in the Creation of Vernacular Architecture,' in Thomas Carter and Bernard L Herman (eds), *Perspectives in Vernacular Architecture*, Columbia: University of Missouri Press and Vernacular Architecture Forum, 64-73.
- Angel Kwolek-Folland (1995) 'Gender as a Category of Analysis in Vernacular Architecture Studies,' in Elizabeth Collins Cromley and Carter L. Hudgins (eds), *Gender, Class, and Shelter: Perspectives in Vernacular Architecture*, The University of Tennessee Press, Knoxville, 3-10.
- Martha B. Katz-Hyman (1998) 'In the Middle of This Poverty Some Cups and a Teapot': The Furnishing of Slave Quarters at Colonial Williamsburg,' in Eleanor McD. Thompson, ed., *The American Home: Material Culture Domestic Space and Family Life*, Winterthur, 197-216.
- Caroline Denigan, (2002) The Self-Build Housing of Men and Others: Researching Gender and Vernacular Architecture in Australia, SAHANZ Conference Proceedings,

10. Building Housing for Women

- Gwendolyn Wright (2005) 'Women's Aspirations and the Home: Episodes in American Feminist reform' in Fainstein and Servon, 144-155.
- Gerda Wekerle (1993) 'Responding to Diversity: Housing Developed By and For Women' *CJUR* (Canadian Journal of Urban Research) 2:2, 95-113.
- Alice T. Friedman () 'Shifting the Paradigm: Houses Built for Women' in Joan Rothschild *Design and Feminism : Re-Visioning Spaces, Places, and Everyday Things*, Rutgers, 85-98.

- Joan Sprague (1991) *More than Housing: Lifeboats for Women*, Butterworth Architecture Boston, PP
- Russell P. Dobash et. Al (2000) 'The Myth of Sexual Symmetry in Marital Violence' in Kimmell, 396-427

11. Sexuality and Space

- Gill Valentine, (1993) "(Hetero)sexing Space: Lesbian Perceptions and Experiences of Everyday Spaces," in *Environment and Planning D: Society and Space* 11, 395-413.
- Henry Urbach (1996) 'Closets, Clothes and disClosure' reprinted in in Rendell, Penner and Borden, 342-352.
- Gail Dubrow (1997) 'Improving the Preservation and Interpretation of Gay and Lesbian Heritage," paper from National Trust for Historic Preservation, National Conference,.
- Stevi Jackson (1998), 'Theorizing Gender and Sexuality' in *Contemporary Feminist Theories*, ed. Stevi Jackson and Jackie Jones, New York University Press: New York, 131-146.
- Ritch C. Savin-Williams (2000) 'Dating and Romantic Relationships Among Gay, Lesbian and Bisexual Youths' in Kimmell, 382-395.

12. Gender in the Professions and Trades

- Susana Torre, ed. (1977) *Women in American Architecture: An Historic and Contemporary Perspective*, New York, Watson Guptill, PP
- Fran Klowdasky (1985) *Employment Opportunities for Women in Architecture and Urban Planning: Problems and Prospects*, Ottawa, Government of Canada, PP.
- RAlA (1991). Findings of the Royal Australian Institute of Architects Committee on the Status of Woman in Architecture, The Royal Australian Institute of Architects, 1-9.
- Susan Eisenberg, (2004) 'Still Waiting After all These Years: Women in the US Construction Industry' in *Women in Construction* by Linda Clarke et. al., Bruxelles, CLR/Reed Business Information, 24-47.
- Linda Clarke and Christine Wall, (2004) 'Now You're In, Now You're Out: Women's Changing Participation in the Building Trades In Britain' in *Women in Construction* by Linda Clarke et. al., Bruxelles, CLR/Reed Business Information, 188-201.

13. Built Environment Curriculum and Pedagogy

- Morley, S. (1994). *Women's Participation In Non-Traditional Vocatioal Training. South Australia*, Department For Employment, Education and Training.
- Ellen K Morris (1981) 'Vinnettes in Architectural Education: A Letter from the Ivory Tower' *Heresies*, Vol.3 No.3, 80-1.
- Leslie Weisman (1999) 'Re-Designing Architectural Education,' in Joan Rothschild *Design and Feminism : Re-Visioning Spaces, Places, and Everyday Things*, Rutgers, 159-174.
- Myra Sadker (2000) 'Gender Equity in the Classroom: The Unfinished Agenda' in Kimmell, 220-226.
- Micheal S Kimmel (2000) "What About The Boys?" What the Current Debates Tell Us –and Don't Tell Us –About Boys in School' in Kimmel, 243-262.

14. Final presentations of student research.

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

<http://www.h-net.msu.edu/~urban/teach/syllabi/sewell2002syl1.htm>

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

<http://www.h-net.org/~urban/teach/syllabi/stein1995syl1.htm>

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>