CURRENT INCLUSION, EQUITY AND SOCIAL JUSTICE COURSEWORK SUMMARY:

— ARH 2700/7700 Thomas Jefferson & American Architecture (offered Fall 2020)
Professor Louis Nelson

— ARH 2753 Arts and Cultures of the Slave South (offered Spring 2021)
Professor Louis Nelson
This interdisciplinary course covers the American South to the Civil War. While the course centers on the visual arts architecture, material culture, painting and sculpture, it is not designed as a regional history of art, but an exploration of the interrelations between history, material and visual culture, foodways, music and literature in the formation of Southern identities. Select readings: Louis Nelson, “Architectures of West African Enslavement,” Buildings and Landscapes (Spring 2014); Judith Carney, “The Africanization of Plantation Food Systems,” In the Shadow of Slavery: Africa’s Botanical Legacy in the Atlantic World (2011); Mark Leone and Gladys-Marie Fry, “Conjuring in the Big House Kitchen” Journal of American Folklore (1999); Steve Buckridge, The Language of Dress: Resistance and Accommodation in Jamaica (2004); Rebecca Ginsberg, “Escaping through a Black Landscape,” in Cabin, Quarter, Plantation (2010).

— ARH 3003/8003 Archives & Evidence (offered Fall 2021)
Professor Louis Nelson
Evidence and Archives is an intensive project-based introduction to archival research in architectural history through an investigation of the later nineteenth and twentieth century landscapes of urban and rural African American life in greater Charlottesville. Because the history of white supremacy in greater Charlottesville has resulted in the erasure or at least suppression of the black presence in this community, evidence for this subject will necessarily be as all-encompassing as possible. We will certainly be undertaking research in traditional archives, but we will also be mining less immediately obvious public records and will also be excavating evidence from non-traditional sources like oral histories. Readings assigned to students based on prior knowledge; topics include African American history, the history of whiteness, African American political organization, etc.

— ARH 3030/7030 World Vernacular Architecture
Professor Louis Nelson
Vernacular Architecture is often understood to be all the built environment that is not monumental or “High Art” architecture, but it is the central mission of this class to unseat this view. Vernacular architecture is any aspect of the built environment examined through the lens of the local—often with

— ARH 3612/7612 UNESCO, World Heritage & Tourism (offered Fall 2020)
Associate Professor Andrew Johnston
This course concerns the interplay of UNESCO, heritage practices, and tourism in a comparative, international context. We will ask questions concerning definitions of heritage, decision-making concerning heritage resources, tangible and intangible heritage, tourism, and the ties between heritage and economic development, among other questions. While focused on China and the Asia-Pacific Region, this course will be informed by a range of international heritage theory.

— ARH 3701/7701: Early American Architecture
Professor Louis Nelson

— ARH 8001 Theories and Methods in Architectural History (offered Fall 2020)
Associate Professor Sheila Crane

— ARAH/ARH 9540 1968: Space & the Politics of Everyday Life
Associate Professor Sheila Crane
— ARCH 3070 Design Thinking Studio: Critical Cartographies (offered Fall 2020)
Assistant Professor Devin Dobrowolski
Through critical cartography this course asks students to examine urban inequities and build visual arguments for potential intervention.

— ARCH 3500 Empathic Design (from special topics offered yearly)
Assistant Professor Elgin Cleckley
Selected historical/modern precedent examples allow for an understanding of the shifts of inclusion and equity throughout society and culture.

— ARCH 5500 Mapping as Critical Practice (offered Fall 2020)
Assistant Professor Devin Dobrowolski
Central to this idea of critical practice is the territorializing of visual processes themselves. The simple representation of data as a neutral or decorative accent to design is insufficient. Whether at the scale of the city, the region, or the world, now that spatial data is measured, monitored, and disseminated by an increasingly broad number of institutions, it falls to the designer to simultaneously interpret and critique the representation of data in developing a response to a site through mapping.

— ARCH 5500-02 Applied Neuroarchitecture
Assistant Professor Schaeffer Somers
The built environment has a direct and measurable impact on the health of populations and individuals through a wide range of environmental and social determinants of health. The course examines the relationship between health metrics and the design of the built environment.

— ARCH 5500-005 Technology, Urbanization, & Design (offered Fall 2020)
Assistant Professor Ali Fard
Questioning power dynamics in the urban environment since WWII, and the ways in which urban technology and data generated a number of spatial ideologies that need critical unpacking and historical grounding. Through readings, discussions, and critical engagement with speculative and implemented urban projects the course will assess the intertwined relationship between technological change, urbanization processes, and design agency.

— ARCH 5500 Rapid Shelter Displaced People (offered yearly)
Associate Professor Earl Mark
Rapid Shelter Displaced People is a seminar that seeks to revisit assumptions for rapidly deployed emergency shelter for forcibly displaced people. The United Nations High Commission for Refugees (UNHCR) estimates that there are 70.8 million forcibly displaced people worldwide and of which about 25.9 million are classified as refugees. Approximately 37,000 people are forced to flee each day due to conflict and persecution. These figures are the highest in recorded history. Displaced from their familiar surroundings, traumatized, separated from family, needing food, protection from the weather, sanitation, and safety, it seems self-evident that rapidly deployed shelter within a secure perimeter is an essential first step to ensuring the survival of people facing physical displacement and upheaval. Yet, temporary settlements of refugees that spring up under urgent conditions may expand and last well beyond expectations. The initial footprint may soon become obsolete with respect to ensuring the health, adjustment, self-determination, religious and cultural practices, and sense of hope needed.
— ALAR 4010/8010/PLAC, Design-Manufacture-Build (summer, 2018, cancelled due to under-enrollment)

Associate Professors Jeana Ripple and Barbara Brown Wilson

The summer design-manufacture-build (d-m-b) program enhances STEAM learning skills and the civic capacity of lower-income youth through the co-design-manufacture-build of a public housing community center structure. Through a month-long, team taught series of workshops, including factory tours, hands-on prototyping and construction, the 2018 project pairs university students, local manufacturers, and local youth to co-power innovation.

— ALAR 4020/8020 Arctic Studios (offered yearly Fall or Spring)

Assistant Professor Leena Cho and Associate Professor Matthew Jull

The relative absence of integrated, holistic, and culturally inclusive design practice in the Arctic — a region where climate extremes and geographic remoteness necessitates a critical dependence on buildings and infrastructure, and where the effects of climate change are greatest – adversely impacts the way of life for communities in the north. With an aim of bridging the gap between theory and practice, engineering and design, and traditional and western forms of science and knowledge, UVA Arctic Design Group studios seek to develop innovative approaches for the built environment in the north that address the unique and rapidly changing challenges of life in the Arctic. Through on-site field research, and working directly with local government leaders, representatives from Alaskan native organizations (ANTHC, Kawerak), indigenous community leaders and elders (from Inupiaq, Athabaskan, and Inuit tribes), and research organizations (CCHRC/CRREL) and others, ADG studios provide opportunities for students at the School of Architecture to directly engage with northern communities to tackle these complex challenges.

— ALAR 4020/8020 Indigenous Ecologies studio (offered Spring 2019)

Professor Phoebe Crisman

The Indigenous Ecologies studio collaborated with Sisseton Wahpeton Oyate (SWO) citizens to design an off-the-grid, sustainable Cultural Center on their Lake Traverse Reservation in South Dakota. Together with the tribe, students investigated architecture’s agency to help undo colonial legacies and systemic racism and inequity, support collective cultural recovery, and advance social justice and sovereignty for indigenous communities. The resulting assemblage of low-tech, rammed earth and timber buildings will collect and filter rainwater and be powered by wind, solar, and geothermal energy. Designed to be built in phases by Dakotah vocational education students, the integrated design/build process empowers the community and increases tribal capacity. The research studio is part of a UVA research initiative supporting sustainable development on the Reservation, including Dakotah language reclamation, youth development, buffalo herd restoration, and renewal of the tallgrass prairie ecosystem. The participatory design studio established a rich exchange between two diverse communities that each shared their knowledge and ways of being in the world, while generating a new architecture together.

— ALAR 4020/8020 Yamuna River Project: Re-centering Delhi / Rajasthan Cities (offered yearly Fall or Spring)

Professor Pankaj Vir Gupta and Assistant Professor Maria Gonzalez Aranguren

The Yamuna River Project studios have sought to examine a fundamental question: how megacities should initiate urban and environmental remediation, while addressing issues of social justice, especially in the arena of urban amenity and infrastructure. Our design research has engaged with the multiple domains represented by elected representatives, citizens’ advocacy groups, and with non-governmental and
diplomatic agencies to probe the evolving megacity realities of democracy and its interface with technology. Our work seeks to inform policymakers about the infrastructural causes and remediation strategies for addressing urban poverty. In developing our design propositions, our studios advance strategies for strengthening the currently precarious realities of ecology and urban equity.

— ALAR 4020/8020 Reuniting City and Lagoon in Winneba Ghana: Strategies for Holistic Resilience in West Africa
**Associate Professor Nancy Takahashi and Assistant Professor Guoping Huang**
This interdisciplinary community design studio is engaging directly with the officials and stakeholders in Winneba Ghana, Wildlife Commission, and University Education in Geography Education in Winneba to understand the ecological and economic opportunities of Muni Lagoon an internationally recognized coastal lagoon sitting adjacent to the city. It investigates the complex interwoven forces of sea level rise and rapid urbanization impacting coastal African cities, with a focus on preserving a community’s cultural identity, embedded in sacred sites and landscapes that are often lost or destroyed by these forces of change.

— ALAR 4020/8020, The Great Northern Migration (offered Spring semester)
**Assistant Professor Elgin Cleckley**
The *Great Northern Migration*, as defined by journalist and author of *The Warmth of Other Suns*, Isabel Wilkerson, is the outpouring of six million African Americans from the Jim Crow South to cities in the North and West between World War I and the 1970s. Students of the Studio engage in in-depth socio-cultural contextual research of the Migration and Jim Crow, symbolically following the historical eastern pathway from Virginia to New York City. The studio culminates in an interpretive architectural response, utilizing an inclusive design methodology for Vanderbilt Hall in Grand Central Terminal. The Migration foundationally sets a model for today’s spatial justice movement, providing participants with essential design equity skills.

— LAR 5230 Cultural Landscapes of Virginia
**Associate Professor Andrew Johnston and Professor Beth Meyer**
Seminar introduces contemporary theory and practice for describing, interpreting, planning, preserving, and designing vernacular and designed cultural landscapes (urban/peri-urban/rural; sylvan & postindustrial) and historic sites. Exploration through case study review, close reading and discussion of texts, short position papers & field trips.

— LAR 5550 Modeling Indigenous Practice
**Lecturer Emma Mendel**
Topical seminar exploring how design tools are used to represent indigenous cultural practices.

— LAR 7010: Foundation Studio III (offered Fall 2020)
**Professor Beth Meyer, Thaler Visiting Professor Sara Jacobs, Assistant Professor Michael Ezban**
Semester long design project, usually of a complex urban or suburban site that explores the contemporary public realm at multiple scales, from the urban watershed to the detail.
— LAR 7110 Theorizing Landscape Architecture (offered Fall 2020)
Professor Beth Meyer
Seminar exploring topics in landscape architecture theory through direct readings, discussions & research papers. Topics vary from year to year—e.g. public space, representing temporality & process, changing conceptions of nature & ecology (from sustainability to emergence), gender & design, the works of a specific designer or region.

— LAR 7415 Scripting Civic Engagement (offered Fall 2020)
Assistant Professor Andrea Hansen
This course introduces various technologies, primarily web-based, that enable designers to promote civic engagement through the analysis and activation of public space.

— LAR 7500 Space of Race: Confronting Racialized Grounds (offered Spring 2021)
Assistant Professor Ghazal Jafari
Through histories, applied theories, and lived experiences, this advance research seminar counter maps the spatialization of systemic racism and racialization of built environments. If environmental injustices have provided necessary condition for the continuation of exploitation regimes since 1492—evident in inhumanities of stolen land, plantation logic, capitalist exploitation of labor, structural genocide, carceral state, and climate refugee crisis, among others—then interrogating systemic racism—in material, geographic, representational, and symbolic sense of place—is indivisible from a much-needed cultural change towards addressing shared struggles and imagining more equitable futures.

— LAR 7500 Relational Care (from special topics offered yearly)
Thaler Visiting Professor Sara Jacobs
Bringing science and technology studies and feminist care ethics into conversation with practices of landscape architecture, this course on Relational Care considers how novel ecologies might be better understood as relational landscapes with distinct and co-constituted histories, memories and timelines.

— LAR 8102 Design Research Methods (offered Fall 2020)
Assistant Professor Ghazal Jafari
This course is for landscape architecture students expecting to undertake an independent thesis studio during the following fall semester. ALAR 8100 is the prerequisite. This student-driven course will engage with faculty and other students to support their independent work. Students are expected to gather the appropriate resources and focus on contextualizing their work.

— PLAC 4010/5610 Neighborhood Planning Studio (offered Fall 2020)
Associate Professor Suzanne Moomaw
This design studio has as its core the recognition of intentional racial inequities in urban neighborhoods. The studio projects have been based in East Baltimore, Petersburg, and Charlottesville. All have addressed the fundamental issue of racial inequality and inequity. Primary readings include: Streets of Hope: The Rise and Fall of an Urban Neighborhood and Sharkey, Stuck in Place.
— PLAC 5240 Collaborative Planning (offered Fall 2020)
Lecturer Frank Dukes
Course examines approaches to equitable collaboration and planning with local communities. Topical focus and geographic locations can change from year to year. Fall 2020 course will focus on local planning for life beyond police and the carceral state. Our class will think through how to plan for community safety and resilience absent police/policing as we know it. This includes exploring who needs to be involved in this planning and in what ways; how you bring people together even to deliberate about these issues without adding to trauma; what sorts of histories and stories locally and beyond can inform deliberations; and much more.

— PLAN 1010 Introduction to Urban and Environmental Planning (offered Fall 2020)
Professor Tim Beatley
In the context of planning history, covers planning’s role in the destruction of majority African American communities in the period of urban renewal (via the power of eminent domain.). Examines specific local example of Vinegar Hill in Charlottesville. Also covers rise of zoning, racial zoning and redlining by the FHA.

— PLAN 3011 / 6011 Race and the American City (offered Fall 2020)
Associate Professor Jessica Sewell
Covers history of American urbanization and growth with specific focus on challenges of equity and racial inclusion. This class examines the intertwined relationship between race and space, focusing on American cities. We will explore how racialized inequalities have shaped American cities North and South, past and present. We will examine the enormous influence of racialized urban structures on the idea and experience of race in America, centering Black experiences and agency. Topics include the effects of segregation, redlining, redevelopment, white flight, ghettoization, and neoliberal development on the form and culture of American cities and the structures of inequality in the United States. Readings include: “Seeing Like a Chocolate City” in Chocolate Cities: The Black Map of American Life” (Hunter and Robinson); “The Other Side of the ‘Free’ Way: Planning for ‘Separate but Equal’ in the Wake of Massive Resistance” (Grandison) in Race and Real Estate (Brown and Smith); “Carceral Interstice” in Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago (Shabazz); “Confederate Soldiers, Voodoo Queens, and Black Indians: Monuments and Counter-Monuments in New Orleans” (Becker); Taking Back the Freeway: Strategies of Adaptation and Improvisation” (Avila) in The Folklore of the Freeway: Race and Revolt in the Modernist City; “Engineering Enclaves: How Local Governments Produce Segregation” (Trounstein) in Segregation by Design.

— PLAN 3030 Neighborhoods, Communities, and Regions (offered Spring semesters)
Associate Professor Suzanne Moomaw
This survey course includes an examination of race in the city throughout. Students grapple with redlining, access to capital, and urban renewal. It was through a field trip to East Baltimore hosted by the Annie E. Casey Foundation spring of 2019 that we made the studio connections for this past fall to create an equitable design and access to a public park in East Baltimore. Readings have included: Johnson, Black Suburbanization: The American Dream or the New Banlieue? Thomas, Mapping Detroit, and Squires and Kubin, Privileged Places.
PLAN 3060/6050 Law, Land and the Environment (offered Fall 2020)

Professor Ellen Bassett
This class deals with the policy and regulatory environment for land use and community growth. Covers numerous topics including equal protection under the law, the use of eminent domain and impacts on communities of color, racial zoning, racial covenants, environmental law and environmental justice. Readings include: The Color of Law by Richard Rothstein; selections from The Land We Share and The Origins of the Urban Crisis; “Zoning and The Chain of Exclusion” by Rolf Pendall.

PLAN 3811/6811 Gender & the Built Environment (offered Fall 2020)

Associate Professor Jessica Sewell
This class explores the complex relationships between bodies, sex, gender, and the built environment. Starting from an intersectional understanding of gender and sexuality, we discuss analyses by scholars of gender and sexuality, queer theorists, architectural and urban theorists and historians, architects, planners, landscape architects, engineers, anthropologists, sociologists, and geographers that address how architecture, landscape, and urban space can express and shape sex, gender, and sexuality. We ask: Whose body does the built environment express and shelter and how? How do buildings and settlements embody a culture’s gender, class, and racial structures, thereby shaping gendered identities by enabling or controlling behavior? And how are these structures, both cultural and physical, reworked and resisted in practice? And what is the role of gender in the profession and practice of design?

PLAN 3870/5870 Environment and the Economy (offered Fall semesters)

Associate Professor Suzanne Moomaw
This course addresses environmental racism as a major component of the course. Students write a case study on an environmental racism decision, impact, or ongoing debate. These have ranged from New York City to “Cancer Alley” on the Gulf coast to mining in Ecuador. This past semester we focused on the indigenous people of Alaska and mining in particular. Readings include Goodell, Climate Apartheid, Powell et al, Towards a Transformative View of Race, and Marquez, Mexican Americans and Environmental Justice.

PLAN 5400 Housing and Community Development (offered Spring semesters)

Associate Professor Suzanne Moomaw
This course examines local communities and their infrastructure through the lens of race and equity. Over the years, projects have addressed inequities in housing, education, and access to transportation. Readings include: The Color of Law, Climbing Mount Laurel, and How to Kill a City.

PLAN 5452/ LAR 5452 Healthy Cities (offered Spring semesters)

Professor Jenny Roe
Course examines inclusivity and diversity, and inequalities in health on the basis of gender, race and ethnicity, income deprivation, and physical/cognitive disabilities. This is framed under the theme of ‘inclusive cities’, and what features of the social, physical and service environment support health equity. Environmental stressors – and health inequalities – are disproportionately experienced by black communities; examines redlining, lack of tree cover and inequitable heat stress experienced amongst black communities.
— PLAN 5500 Climate Adaptation Planning (offered Fall 2020)
Associate Professor Bev Wilson
Adaptation refers to actions taken at the individual, local, regional, and national levels to reduce the risks posed by a changing climate. This course contrasts the theory and academic research of climate adaptation planning with the state of practice in communities around Virginia. We will explore several anticipated impacts—including sea level rise, heat waves, drought, and inland flooding—as well as implications for livelihoods, natural ecosystems, and urban infrastructure. The most dire consequences of climate change are currently borne by low-income and minority groups and this trend will continue unless equity considerations are better integrated in climate adaptation planning efforts. Defining and assessing vulnerability to climate change impacts is a cornerstone of climate adaptation planning and students will develop an adaptation proposal for a community in Virginia that includes a formal vulnerability assessment; stakeholder identification and power analysis; and community engagement strategy. The course provides an overview of the multidisciplinary nature of climate adaptation planning and builds fundamental skills for planners interested in advancing this important work.

— PLAN 5740 Transportation Policy and Planning (offered Spring 2021)
Associate Professor Andrew Mondschein
Introductory Transportation Planning class. As part of the course, students grapple with transportation equity, the transportation needs of communities of color, and the experience of transportation while black.

— PLAN 5840 Ethics of Cities and Environment (offered Fall 2020)
Professor Tim Beatley
Covers ethics in city-making and environmental protection. Includes coverage of ethics in city planning related to inclusion and diversity. Readings include: Carolyn Finney’s Black Faces, White Places. Also includes discussion of ethical policing and dimensions of race and inclusion in mainstream discussions of environment/nature.

— PLAN 6050 Introduction to Quantitative Method and
— PLAN 6030 Methods for Community Engagement and Research (offered Fall 2020)
Associate Professors Andrew Mondschein and Barbara Wilson
This two-part methods sequence in planning introduces students to the common methods for understanding social dynamics and issues facing American communities – starting from the Census and quantitative approaches and moving into qualitative methods such as interview and focus groups. The course stresses the ethics of research and engagement and requires students to actively self-reflect on their own privilege and power, as well as appropriate methods of engaging collaboratively, respectfully and equitably with community members. The course is hands on and is conducted in partnership with a community client; in last two years the focus has been on the first ever Equity Atlas for the Charlottesville/Albemarle region.