

## Be Here Now: Thinking Across Space & Within Time

*"Time and space are modes by which we think, not conditions in which we live." – Albert Einstein*

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<b>Instructor:</b>	Hal Knowles   Ph.D. Lecturer   Program in Sustainability and the Built Environment (SBE) College of Design, Construction, and Planning (DCP)   University of Florida
<b>Office Location:</b>	ARCH 0150   <a href="#">UF Building #0268</a>
<b>Office Hours:</b>	M   10:40 AM to 11:30 AM   or by appointment
<b>Office Correspondence:</b>	352.294.6781   Canvas email (preferred)   <a href="mailto:hknowles@ufl.edu">hknowles@ufl.edu</a> (alternative)
<b>Course Term &amp; Credits:</b>	Spring 2020   3 Credits
<b>Course Time &amp; Location:</b>	M   Period 3   9:35 AM – 10:25 AM   RNK 0225   <a href="#">UF Building #0272</a> W   Period 3-4   9:35 AM – 11:30 AM   RNK 0225   <a href="#">UF Building #0272</a>
<b>Course Co/Prerequisite:</b>	N/A
<b>General Education Credit:</b>	N/A
<b>Final Exam Schedule:</b>	2020/04/28 @ 07:30 – 09:30

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### Course Summary

This course introduces students to the core concepts of spatial and temporal thinking that underpin the planning, design, construction, operations, and management of built environments along the natural-to-urban transect.

### Course Overview & Purpose

By college, many adults have already been exposed to the notion of the [space-time continuum postulated in Albert Einstein's theory of relativity and further explored by Hermann Minkowski](#). Yet, people rarely reflect on how space-time relates to their own perceptions, thoughts, knowledge, attitudes, and behaviors. Spatial and temporal thinking involves four fundamental elements: (1) geography of physical space; (2) geography of social space; (3) tools of spatial representation; and (4) processes of spatial reasoning. Collectively, these elements imbue meaning, frame questions, inform answers, and serve as crucial components in solving complex problems. Spatial and temporal thinking empowers people to better understand and cope with the challenges of change in [social-ecological systems](#).

### Student Learning Outcomes

Upon completion of this course, successful students will be able to:

- Relate space and time in human thought
- Describe a location using multiple methods
- Differentiate physical vs. social space
- Differentiate true vs. magnetic north
- Differentiate Euclidean vs. Manhattan distance
- Define Genius Loci
- Define vernacular landscapes
- Define proxemics and its key concepts
- Define map projection and give some examples
- Perceive of purposeful mapping distortions
- Define scale in space (ratio, graphic, architectural, engineering) and time
- Describe multiple strategies for 2D, 3D, and multidimensional representations
- Define and relate fractals and complexity
- Provide examples of how mapping patterns have changed the course of history
- Describe methods for and the value of:
  - Mapping most and least
  - Mapping density
  - Mapping proximity
  - Mapping change
- Explain the importance of density in the built environment
- Develop and deploy ideas via oral communication and presentation
- Write literate, thoughtful and insightful reflection papers on topics addressed in class



## Required & Optional Text(s)

The required and optional text(s) for this course are as follows:

- **REQUIRED** | Tuan, Y.-F. (2018). *Space and place: The perspective of experience*. Minneapolis: University of Minnesota Press. Edition: Ninth printing.
  - Cost | ~ \$15-\$20 (paperback) | <http://www.worldcat.org/oclc/1090298345>
- **REQUIRED** | Mitchell, A., & Environmental Systems Research Institute, ESRI. (1999). *The ESRI guide to GIS analysis: Vol. 1*. Redlands, Calif: ESRI Press.
  - Cost | ~ \$10-\$20 (paperback) | <http://www.worldcat.org/oclc/871601324>
- **OPTIONAL** | Shlain, L. (2007). *Art & physics: Parallel visions in space, time, & light*. New York: William Morrow / Harper Collins.
  - Cost | ~ \$5-\$10 (paperback) | <http://www.worldcat.org/oclc/797934981>

In addition to the required text(s), various supplemental readings and free publications identified for class discussion and/or assignments may be supplied via the UF Canvas e-Learning portal (<https://lss.at.ufl.edu/>).

## Course Modules (CM)

General course module main topics and sub-topics are summarized below. Official weekly readings, assignments, and course content will be posted within Canvas and are subject to change.

<i>Modules</i>	<i>Module Main Topics</i>	<i>Module Sub-Topics</i>
<b>CM.IN</b>	Introduction Narratives (IN)	<ul style="list-style-type: none"> <li>• IN.01 &gt; Stories of Ourselves</li> </ul>
<b>CM.GPS</b>	Geography of Physical Space (GPS)	<ul style="list-style-type: none"> <li>• GPS.01 &gt; Perspective</li> <li>• GPS.02 &gt; Location</li> <li>• GPS.03 &gt; Direction &amp; Distance</li> <li>• GPS.04 &gt; Proportion &amp; Scale</li> <li>• GPS.05 &gt; Dimension</li> </ul>
<b>CM.GSS</b>	Geography of Social Space (GSS)	<ul style="list-style-type: none"> <li>• GSS.01 &gt; Sense of Space, Place, &amp; Pace</li> <li>• GSS.02 &gt; Memory, Moments, &amp; Momentum</li> <li>• GSS.03 &gt; Proxemics</li> <li>• GSS.04 &gt; Experience &amp; Culture</li> <li>• GSS.05 &gt; Geography of Nowhere</li> </ul>
<b>CM.TSR.2D</b>	Tools of Spatial Representation (TSR) > Two-Dimensional (2D)	<ul style="list-style-type: none"> <li>• TSR.2D.01 &gt; Diagrams</li> <li>• TSR.2D.02 &gt; Map Making</li> <li>• TSR.2D.03 &gt; XY Geographic Information Systems (GIS)</li> </ul>
<b>CM.TSR.3D</b>	Tools of Spatial Representation (TSR) > Three-Dimensional (3D)	<ul style="list-style-type: none"> <li>• TSR.3D.01 &gt; XYZ Geographic Information Systems (GIS)</li> <li>• TSR.3D.02 &gt; Virtual-to-Physical               <ul style="list-style-type: none"> <li>○ Printing &amp; Fabrication</li> </ul> </li> <li>• TSR.3D.03 &gt; Physical-to-Virtual               <ul style="list-style-type: none"> <li>○ LIDAR Along the Natural-to-Urban Transect</li> </ul> </li> </ul>
<b>CM.TSR.MD</b>	Tools of Spatial Representation (TSR) > Multidimensional (MD)	<ul style="list-style-type: none"> <li>• TSR.MD.01 &gt; Building Information Modeling (BIM)</li> <li>• TSR.MD.02 &gt; WXYZ Geographic Information Systems (GIS)</li> </ul>
<b>CM.PSR</b>	Processes of Spatial Reasoning (PSR)	<ul style="list-style-type: none"> <li>• PSR.01 &gt; Analyzing Patterns</li> <li>• PSR.02 &gt; Analyzing Most &amp; Least</li> <li>• PSR.03 &gt; Analyzing Density</li> <li>• PSR.04 &gt; Analyzing Proximity</li> <li>• PSR.05 &gt; Analyzing Change</li> <li>• PSR.06 &gt; Spatial Statistics</li> </ul>

## Assignments and Grading

Assignment details, deliverables, due dates, and grades will be published on Canvas and may be subject to change.

<i>Grading Category</i>	<i>Additional Details</i>	<i>Possible Points*</i>	<i>Percent of Total</i>
<b>Attendance &amp; Punctuality</b>	Required	100	10%
<b>Preparation &amp; Participation (PP)</b>	Readings, Discussions, & Class Activities (points vary) <ul style="list-style-type: none"> <li>Weekly &amp; Module-Based</li> </ul>	100	10%
<b>Personal Reflections (PR)</b>	Individual (25 points/each) <ul style="list-style-type: none"> <li>PR.01 &gt; CM.GPS</li> <li>PR.02 &gt; CM.GSS</li> <li>PR.03 &gt; CM.TSR</li> <li>PR.04 &gt; CM.PSR</li> </ul>	100	10%
<b>Student Praxis (SP)</b>	Individual or Group (60 points/each) <ul style="list-style-type: none"> <li>SP.01 &gt; Individual &gt; Location</li> <li>SP.02 &gt; Individual &gt; Memory</li> <li>SP.03 &gt; Individual &gt; Social Life of Small Urban Spaces</li> <li>SP.04 &gt; Individual &gt; Mapping Patterns</li> <li>SP.05 &gt; Individual &gt; Storytelling</li> </ul>	300	30%
<b>Exam 1 (CM 1<sup>st</sup> Half)</b>	In-Class and/or Online	200	20%
<b>Exam 2 (CM 2<sup>nd</sup> Half)</b>	In-Class and/or Online	200	20%
<b>Total</b>		<b>1000</b>	<b>100%</b>

Grades are based on evidence that students have completed assigned readings, participated actively in all class discussions and activities, completed writing and presentation assignments, and completed both in-class and outside-of-class activities throughout the semester. Completed tasks will be evaluated based on pertinence of content, critical thinking, creativity, and communication. Details and due dates for assignments are posted on Canvas. The University standard suggests students might expect to study outside of class for up to 3 times the weekly class contact periods (e.g., a 3-credit course might be 3 x 3 periods = 9 hours in Fall/Spring or 3 x 6 periods = 18 hours in Summer A).

<i>Grade</i>	<i>Points (GPA)</i>	<i>Percent</i>	<i>Grade</i>	<i>Points (GPA)*</i>	<i>Percent</i>
<b>A</b>	930-1000 (4.00)	93.0-100.0%	<b>C</b>	730-769 (2.00)	73.0-76.9%
<b>A-</b>	900-929 (3.67)	90.0-92.9%	<b>C-</b>	700-729 (1.67)	70.0-72.9%
<b>B+</b>	870-899 (3.33)	87.0-89.9%	<b>D+</b>	670-699 (1.33)	67.0-69.9%
<b>B</b>	830-869 (3.00)	83.0-86.9%	<b>D</b>	630-669 (1.00)	63.0-66.9%
<b>B-</b>	800-829 (2.67)	80.0-82.9%	<b>D-</b>	600-629 (0.67)	60.0-62.9%
<b>C+</b>	770-799 (2.33)	77.0-79.9%	<b>E</b>	000-599 (0.00)	0.0-59.9%

Final student grades will follow University of Florida grades and grading policies.

- Undergraduate Students: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Teaching Philosophy & Expectations

I have experience in commercial construction management, planning, facilitation, systems ecology, and temporal and spatial analytics of land use change. I am passionate about the technologies and thought processes, policies, procedures, and decision-support strategies necessary to establish and sustain equitable, empowered, safe, healthy, and resilient communities adaptive to uncertainty.

- Student expectations of instructor:
  - Enthusiasm for the course; engaging lectures and discussions; application of knowledge through classroom activities and fieldwork; organized and neat course materials; unbiased guidance; encouragement of critical thought; and reasonable availability to meet with students outside of class.
- Instructor expectations of students:
  - Compassionate curiosity; positive attention and intention; willingness to learn with open heart, open mind, and open will; consistent attendance; punctual arrival; active participation in our class discussions and activities; advance reading of class content; on-time completion and submission of assignments; proper citation management; adherence to proper netiquette and all University rules and regulations.

## Attendance Policies

Attendance is mandatory and participation is graded based on each class period (i.e., missing a multi-period day of class will count as multiple absences in accordance with the number of periods). *Students may miss up to the equivalent number of class periods as the course credits (e.g., 3 credits = 3 periods @ 50 minutes/each in Spring/Fall & 2 periods @ 75 minutes/each in Summer A) without penalty and with no need for an excuse.* Beyond those “waived” absences, students must provide a valid, and properly documented, excuse. Otherwise, unexcused points will be deducted proportional to the total number of periods where attendance was taken. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with University policies as found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## Additional Expenses

Minor, out-of-pocket student incidental expenses may include those associated with local field trip logistics (e.g., personal vehicle fuel costs, bus fees) and/or personal mobile computing and file storage/transfer device(s) or web-based services to research, present, and share information in class.

## See Canvas for Additional Course Information

Additional information about the course is available on Canvas, including: instructional methods, tips for success, personal conduct policies, mobile communications and computing policies, and/or other relevant student guidance.

# University and General Policies

## Student Responsibilities:

*"In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students..."*

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following responsibilities as delineated at <https://catalog.ufl.edu/UGRD/student-responsibilities/>.

- Academic Honesty
  - Preamble
  - The Honor Pledge
  - Student Responsibility
  - Faculty Responsibility
  - Administration Responsibility
- Student Conduct Code
- Alcohol and Drugs
  - What the University Community Can Do to Prevent Alcohol Abuse and Drug Abuse
- Relations Between People and Groups
- Service to Others
- Standard of Ethical Conduct

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Instructors reserve the right to use the TurnItIn app within Canvas to evaluate work originality. Plagiarism is a serious offense and will result in an honor code violation and potential failure of the course. Additionally, any use, access, or handling of technology (e.g., cell phone, smart watch) during an exam will result in an honor code violation and potential failure of the course.

Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

## Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. As such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

## Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC). The DRC coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

Upon registering, the DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. The DRC may be contacted by visiting 001 Reid Hall, calling 352-392-8565, or viewing [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/).

**Course Evaluation:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Netiquette – Communication Courtesy:**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please refer to <http://biostat.ufl.edu/resources/e-learning-resources/e-learning-basics/etiquette-online/>.

**Religious Observances:**

Please inform the instructor of any religious holidays or other days of special religious significance that may interfere with your participation in this class so that appropriate accommodations can be made.

**Special Consideration:**

The principle of equal treatment of all students is a fundamental guide in responding to requests for special consideration. No student shall be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability or the completion of work missed due to religious observance, verified illness, or absence due to circumstances beyond your control. Reconsideration of subjective judgments of an individual student's work will be done only if all students in the class can be and are given the same consideration.

**Sexual Harassment:**

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts our academic mission and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between, nor among, members of this community that creates an unacceptable working environment.

**Helpful Campus Resources:**

Your well-being is important to our University community. Students experiencing crises or personal problems that interfere with their general well-being or academic performance are strongly encouraged to talk to the instructor and/or to utilize the University's confidential counseling resources, available at no cost to currently enrolled students.

- *University Counseling Center & Wellness Center*, 3190 Radio Rd., 392-1575. Personal and career counseling, as well as therapy for anxiety, stress and mental health issues. <http://www.counseling.ufl.edu/cwc/>
- *Dean of Students Office*, 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises). <https://www.dso.ufl.edu/care>
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- *Library Support*. Provides various ways to receive assistance with respect to using the libraries or finding resources. <http://cms.uflib.ufl.edu/ask>
- *E-Learning Technical Support*, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://elearning.ufl.edu/student-help-faqs/>
- *UF Information Technology | Computing Help Desk*, 352-392-HELP (4357) or e-mail to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). <http://helpdesk.ufl.edu/>
- *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161. Sexual assault counseling.
- *Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>