

Queer Spatial Process Studies

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Title

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Date

To quote renowned scholar Eve Kosofsky Sedgwick, “an understanding of virtually any aspect of modern Western culture must be, not merely incomplete, but damaged in its central substance to the degree that it does not incorporate a critical analysis of modern homo/heterosexual definition...” In many ways, Sedgwick, writing in 1990, effectively predicted the dramatic philosophical and pedagogical shifts that are currently taking place in many academic and professional localities around the world. Her call to intentionally integrate an investigation of sexuality discourse into all other cultural investigations is a central tenet in contemporary Queer Theory.

Emerging distinctly from gay and lesbian studies in the early 1990s, Queer Theory as a body of scholarship examines critically the intersectionality and dynamism of gender, sex and sexuality and their impacts on individuals and societies. My interest in this theory is rooted in the theoretical legibility it gives to individual experience but extends much more broadly to thinking about personal, social and political relationships on all scales. Most importantly, I'm interested in Queer Theory's call to examine the “strangeness” of human experience, both personal and shared, and to privilege process in our approach to analysis and change.

Interdisciplinarity, then, is both means and ends, tactic and process. And in pursuit of this I have found my educational passion in finding and forging connections between spatial and design disciplines and critical theories. Design disciplines seldom engage personal and social dynamism and institutional implication in exclusionary constitution. For example, within this discourse, analytical emphasis is often placed primarily on aerial photographs and architectural plans, representations that defy the complex vibrancy of life on the ground. My project aims to radicalize design by re-imagining the disciplinary process by demanding complex solutions to the inherently complex problems these disciplines already tackle.

My undergraduate coursework therefore draws from several departments including Anthropology, Gender Studies, Ethnic Studies, my theoretical foundation; and Urban Planning, Architecture and Environmental Studies, my spatial/environmental focus.

Critical theory has a highly attuned sensitivity to identifying, exposing and exploring distributions of power across social fields. Spatial studies, particularly those examining the intersection of human and non-human processes, explore daily practice and territorial process that constitute our relationships with environment. Wonderfully, these two spheres of thought share an incredibly rich territory in human experience. From the mundane to the sacred comes material for theorizing how our collective thinking is formed, how systems of power are deployed with or without integrity and how we as individuals can support or

resist systematic violence.

Given these goals, it is imperative that I pursue a B.U.S. degree. Through their mono-disciplinarity, traditional majors have a strong tendency to reproduce the kind of normative pedagogical systems that I am trying to undo. Most importantly, a B.U.S degree enables integration of academic disciplines in a highly flexible and intentional way. It allows me to explore spatial analysis, critical theory and community-based design and development like only a very complicated combination of traditional majors and minors could do.

An integrated major allows me to find connections, overlaps and points of compromise/transference between the theoretical and practical, social and scientific, local and global, academic and professional. This degree also allows me to experience a variety of disciplinary approaches to environment, community and process that will shape my theoretical and practical approach to problem solving. As a result my coursework focuses on developing my skills in communication and critical/ alternative process.

My thesis project will draw on my experience researching and developing ideas for refugee housing in the Salt Lake Valley. This project, a year long endeavor in People and Place, has forced me to face many of my own (typically unchallenged) philosophies regarding design, process and community. Through facing structural and pedagogical problems during this process, I've identified issues in both my personal work and within Salt Lake's refugee support system at large. Many of these issues are rooted in the deficit-based approach to marginalized communities. My project will be a critical reflection and analysis of my group's work and will work to identify concerns and advocate with the refugee community. My overall goal will be to work under a participatory action research framework and to draw attention to the voices and efforts of community members.

Developing a concrete notion of my plans after graduation is a necessarily difficult process. I believe that exciting and novel opportunities will emerge as I work to find them. That said, graduate school is a very appealing option and many universities offer interdisciplinary graduate programs, such as the University of Washington's Sociology of the Environment program.

I am also considering pursuing a graduate degree in Urban Planning to continue my education in graphic communication and community design. Having an undergraduate foundation in finding connections and responding critically to environmental and community issues will give me a substantial advantage in any of these programs. Ultimately my project works in concert with the enormous efforts of revolutionary communities everywhere who work outside of power to take back spaces from the systems that seek to erase them.

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

CODE	CATALOG #	COURSE TITLE	DEP./SCORE	CREDIT HOURS	FULFILLS
+	ARST 131	DRAWING 1	ARST	4	<i>FINE ARTS (FF)</i>
+	ARHA 254	ARCHITECTURE OF THE 20TH CENTURY	ARST	4	<i>FINE ARTS (FF)</i>
+	URBL 3101	HONORS PEOPLE & PLACE 1	URBL	3	<i>HUMANITIES</i>
+	ARCH 2615	HONORS PEOPLE & PLACE II	ARCH	3	<i>HUMANITIES</i>
+	N/A	AP CHEMISTRY	5	8	<i>SCIENCE</i>
+	BIOL 216	ECOLOGY	BIOL	4	<i>SCIENCE</i>
+	ECON 101	INTRODUCTION TO ECONOMICS	ECON	4	<i>SOC SCI</i>
+	ANTH 101	BEING AND BECOMING HUMAN	ANTH	4	<i>SOC SCI</i>
	MATH 1030	INTRO TO QUANTITATIVE REASONING	MATH	3	<i>MATH (QA)</i>
+	N/A	AP STATISTICS	5	3	<i>MATH (QB)</i>
+	N/A	AP US HISTORY	4	6	<i>AMERICAN INSTITUTIONS (AI)</i>
	ETHNIC 3365	ETHNIC MINORITIES IN AMERICA	ETHNIC	3	<i>UPPER DIVISION WRITING (DW)</i>
+	SPAN 1010, 1020	SPANISH 1010-1020		6	<i>DIVERSITY (DV)</i>
+	N/A	AP COMPOSITION & LITERATURE	4	3	<i>B.A. REQUIREMENT</i>
					<i>WRITING(WR2)</i>

B.U.S. EMPHASIS COURSES**MAJOR EMPHASIS COURSES: TRANSFERRED (WESLEYAN UNIVERSITY)**

CODE	CATALOG #	COURSE TITLE	DEP.	CREDIT HOURS
+	ANTH 101	BEING AND BECOMING HUMAN	ANTH	4
+	ANTH230	ANTH OF CITIES	ANTH	4
+	ARST 434	STUDIES IN CONTEMP URBANISM	ARST	4
+	ARST 435	ARCH 1	ARST	4
+	ARST 436	ARCH II	ARST	4
+	BIOL 216	ECOLOGY	BIOL	4
+	E&ES 322	GEOG INFORMATION SYSTEMS	GEOL	4
+	ARHA 254	ARCHITECTURE OF THE 20TH CENT	ARHA	4
+	ANTH 234	ANTH AND POLITICAL ECONOMY	ANTH	4
+	FGSS 207	GENDER IN A TRANSNATIONAL PERSPECTIVE	FGSS	4
+	ANTH 201	CONTEMP ANTHRO THOUGHT	ANTH	4
+	AFAM 322	THE NEW CITY RECONSIDERED	AFAM	4

MAJOR EMPHASIS COURSES: UNIVERSITY OF UTAH

+	URBL 4960	URBAN ECOLOGY	URBL	3
+	URBL 3101	HONORS PEOPLE AND PLACE I	URBL	3
<i>ip</i>	ARCH 2615	HONORS PEOPLE AND PLACE II	ARCH	3
+	GNDR 5770	GENDER AND SEXUAL ORIENTATION	GNDR	3
<i>ip</i>	GNDR 5940	QUEER THEORY	GNDR	3
<i>ip</i>	URBL 5962	GENDER AND PLANNING	URBPL	1
TOTAL				64

POSSIBLE FUTURE MAJOR EMPHASIS COURSES

CODE	CATALOG #	COURSE TITLE	DEP.	CREDIT HOURS
	ETHNIC 5350	DIASPORA, TRANSNATIONALISM AND US COM	ETHNIC	3
	ETHNIC 4020	BLACK FEMINIST THOUGHT	ETHNIC	3
	GENDER 4400	TRANSGENDER STUDIES	GNDR	3
	GENDER 4610	WOMEN IN AMERICAN HISTORY SINCE 1870	GNDR	3
	ARCH 3612	GENDER AND RACE THEORIES IN ARCH & PLA	ARCH	3
	URBL 4031	RACE AND COMMUNITY DEVELOPMENT	URBL	3
	URBL 4280	COMMUNITY PLANNING WORKSHOP	URBL	4
	HONORS 3214	HONORS AFAM HISTORY	HONORS	3
	HONORS 3700	HONORS THINK TANK (2 SEMS)	HONORS	6
	ETHNIC 3365	ETHNIC MINORITIES IN AMERICA	ETHNIC	3
	DESIGN 3600	DESIGN STUDIO	DESIGN	3
	URBL 5030	PUBLIC PARTICIPATION	URBL	3
	URBL 4999	INDEPENDENT STUDY-THESIS	URBL/ARCH	6

B.U.S. REQUIREMENTSCREDITSSATISFIED BY PROPOSAL?

AT LESAT 56 CREDITS AT 3000+

>64

YES

AT LEAST 44 CREDITS IN MAJOR EMPHASIS

>64

YES

AT LEAST 16 OF THESE AT 4000+

>16

YES