

The Life of Cities

ARCH 4307-001/ARCH 5307-001, Fall 2016

Th 2:00-4:50 / ARCH 329

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Office ARCH 416, office hours: Tues, 2-3:00, Wed, 11-12:00

The best way to contact me is through e-mail – but give me a day or two to get to it. Please feel free to come to office hours to discuss course matters or other questions about school life – I am happy to see you! If my door is open, as it often is, feel free to drop in outside office hours as well or make an appointment.



Dallas City Hall: Now and Then

Course description

In the 1960s urban critic Jane Jacobs published *The Death and Life of Great American Cities*, a book based on her observations of what worked and what did not in the making of neighborhoods and public space. As the title suggests, she wrote in a period in which she saw cities in jeopardy, dying because of thoughtless urban renewal strategies. This course will ask students to focus on the “life” of cities by looking at a series of urban projects in major world cities, all of which were designed in the past 100 years to rejuvenate, rebrand, or reposition the city, often redressing issues of social and environmental justice as well. The course is designed especially for architecture students to encourage thinking about buildings in context as part of a larger cultural and historical fabric. We will look at Los Angeles, Paris, Rome, New York, New Orleans, Detroit, Tokyo, and Mexico City.

This year, the course will have a special focus on the idea of the city hall as a space that allows a healthy urban political and public life to develop. Students will research, analyze, and develop online exhibits on city halls in the Dallas-Fort Worth region. Students will also choose a city hall in a world city outside the US to study for comparison and to include in their final research presentation. This course provides credit for students pursuing the ESST minor.

Student learning outcomes

Students will develop research, writing, presentation, and critical thinking skills as well as an ability to evaluate western and non-western building cultures and cities. Architecture will be considered in context according to place, time, and theory with historical city fabric contemplated as the setting for contemporary architectural practice. How architecture creates private and public space and concentrates images of political and cultural power is a continuing theme, especially considering issues of public access and social equity. In addition, students will develop techniques for critical analysis of the wide variety of architectural writing and attention to its form – whether academic writing, historical writing, travel writing, journalism, or criticism. Students will also learn basic sources for investigating local building history.

Course policies (detailed policies are at the end of this syllabus)

- Attendance, participation, and completion of your work are basic expectations for any class – or any job. I lay out the expectations more specifically in the course schedule below to avoid conflicts and to get us all on the same footing. If at any point you are having trouble, please talk to me outside of class sooner rather than later. I am happy to help you devise work plans and strategies for success but not at all happy to hear excuses after the fact.
- **Attendance is required.** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established this policy: more than 1 unexcused absence will be grounds for lowering of final grade by one full grade. This course meets once a week -- if you miss a meeting you will miss an enormous amount of material and lose the ability to learn from and share with your fellow students. Please arrive on time and prepared.
- **Bring your reading packet to each class meeting.** Take notes – but no laptops or cell phones during class discussion. Even though there are no exams in this class, it will help you focus your thoughts to write down points that are intriguing or elemental to the development of the course using a pen or pencil. See “What You Miss When You Take Notes on Your Laptop” in the Harvard Business Review (July 2015): <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>
- **I do not accept late assignments.** Due dates are clearly marked on your syllabus. Plan ahead – do not wait until the last minute as my expectations have been laid out well in advance. Papers are due in class – papers turned in after class lose ½ letter grade; papers turned in beginning the following day lose a full grade for each day late.
- **Participate.** Ask questions, share ideas, respond to others – my classes are safe and supportive places to explore and expand your ability to argue a specific point of view. By discussing your ideas and having to defend them to others, they become more real and more concrete. Disagreement and counterpoint are welcome – but respect is essential. Failure to treat your colleagues with courtesy during discussion and peer review will not be tolerated.

Readings

Course readings are available as a required self-copy packet that must be brought to class in hard copy

Course Evaluation

20% City Hall Exhibit final

20% City Hall Exhibit round table presentation

10% City Hall Exhibit draft submission
20% World city research paper and presentation (topics assigned)
10% World city literature review
20% Class participation, including attendance

A = exceptional work, 90-100% B = above average work, 80-89% C = satisfactory/average work, 70-79%
D = below average work, 60-69% F = unacceptable, 59 and below

Coursework

- 1) Weekly assignments: For each course meeting I will ask you either to bring in notes on your reading OR to bring in a required progress report on your exhibit assignment. Your notes should show that you have read the assigned texts and are prepared to discuss them with your classmates.
- 2) City Hall exhibit. You will develop a web based exhibit on a DFW-area city hall using ArcGIS. More detailed information will be provided in class, but the major components of the exhibit will include photographs, maps, research into the history of the city hall and its predecessors, and a bibliography. Successful exhibits will be included in a larger online research project in collaboration with graduate students in the Department of Public Affairs. You will be given credit for your work! The goal here is to begin to evaluate how well the design of these buildings creates a sense of public participation in democratic governmental processes.
- 3) World city research project: This year there will be three tracks for your research on world cities: resiliency, city halls, and urban renewal. I will provide a list of potential choices and topics in class for you to choose from. You will work with the other students on your track to identify shared literature on your theme as well as sources relevant to your particular city and topic. Your goal is to create 1) an illustrated 15-minute presentation, read from 2) a paper of approximately 1500-1600 words.

Course schedule

Please be advised that adjustments to the course schedule may be made to address the educational goals of the course.

Introduction

Week 1 Thursday, August 25

NO CLASS – Dr Holliday in Helsinki – Read for next week:

Kevin Lynch, *Image of the City* (MIT Press, 1960), 1-13, 46-49.

Jane Jacobs, *The Death and Life of Great American Cities* (Random House, 1961) chapter 2, 29-41.

Lewis Mumford, "What is a City?" *Architectural Record* (November 1937): 58-62.

Harvey Graff, *The Dallas Myth* (University of Minnesota Press, 2008), 3-19.

SECTION I: What Is a City?

Week 2 Thursday, September 1

What Is a City?

Discussion of Lynch/Jacobs/Mumford/Graff

Discussion of City Hall project – Choose city halls for semester project

Discussion of World City project – Choose city/track for semester project

Week 3 Thursday, September 8

What Are Suburbs? The Case of Los Angeles

Mike Davis, *City of Quartz: Excavating the Future of Los Angeles* (1990)

Reyner Banham, *Los Angeles: The Architecture of Four Ecologies* (1971)

Reyner Banham Loves Los Angeles, view entire film on [vimeo](#)

Week 4 Thursday, September 15

Paris: Urban Role Model

Charles Baudelaire, *Paris Spleen* (New Directions, 1970; orig. 1869), ix-1, 72-77.

David van Zanten, *Building Paris* (Cambridge University Press, 1994).

Paul Goldberger, "In Paris, A Facelift in Grand Style," *New York Times*, 17 May 1987.

Week 5 Thursday, September 22

Special Collections workshop: Archival research into Dallas-Fort Worth

Brenda McClurkin and Ben Huseman will provide you an introduction to materials in Special Collections that you may find useful in researching your city halls, with a special focus on Sanborn maps.

Dell Upton, *Architecture in the United States* (Oxford University Press, 2008), chapter two "Community," 57-105.

Due today: World City literature review

Week 6 Thursday, September 29

Political Symbolism: Mussolini's Rome and Boston's Brutalism

Borden Painter, *Mussolini's Rome: Rebuilding the Eternal City* (New York: Palgrave MacMillan, 2005).

David Monteyne, "Boston City Hall and a History of Reception," *Journal of Architectural Education* (2011): 45-62.

Part 2: Urban Renewal and Social Justice in the City

Week 7 Thursday, October 6

What Is Environmental Justice in the City? Detroit and New York

Michel Gelobter, "The Meaning of Urban Environmental Justice," *Fordham Urban Law Journal* 21 (1993): 841-856.

Majora Carter, "Greening the Ghetto," TED Talk February 2006.

https://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal?language=en

Week 8 Thursday October 13

NO CLASS – Dr. Holliday at the Urban History Association conference in Chicago

WORK ON YOUR RESEARCH PROJECTS

Week 9 Thursday October 20

Global Warming and Resiliency: New York, continued

DRAFT of city hall exhibit due today in class

Nancy Levinson, "After the Storm: Climate Change and Public Works," *Places Journal* January 2013.

<https://placesjournal.org/article/after-the-storm-climate-change-and-public-works/>

Frederick Law Olmsted, "The Misfortunes of New York," reprinted in Sutton, ed., *Civilizing America's Cities* (MIT Press, 1997), 43-51.

Hilary Ballon, ed., *The Greatest Grid* (Columbia, 2012), "The Commissioners Plan of 1811" and "Surveying the City"

Browse the "Rebuild by Design" website: <http://www.rebuildbydesign.com>

Week 10 Thursday, October 27

What Makes a Disaster? New Orleans and Katrina

Kathryn Holliday, "Whose City Hall Is It? Architecture and Identity in New Orleans," *Journal of Urban Design* 14 (2009): 279-308.

Adam Arvidson, "The Connector," [profile of Diane Jones Allen] *Landscape Architecture Magazine*

November 2015, view online <https://landscapearchitecturemagazine.org/2015/11/24/the-connector/>

Browse the Make It Right website: <http://www.makeitright.org>

Week 11 Thursday, November 3

Reclaiming History and the Environment for Social Justice: Mexico City

Robert L. France, Xochimilco

George F. Flaherty, "Responsive Eyes: Urban Logistics and Kinetic Environments for the 1968 Mexico City Olympics," *Journal of the Society of Architectural Historians* 73 (2014): 372-397.

Part III: World Cities from Your Perspective

Week 12 Thursday, November 10

Student presentations : Resiliency track

Your paper/presentation is due when you present

Week 13 Thursday, November 17

Student presentations : City Hall track

Your paper/presentation is due when you present

Week 14 Thursday, November 24

NO CLASS – Thanksgiving

Week 15 Thursday, December 1

Student presentations: Urban Renewal track

Your paper/presentation is due when you present

Conclusion

What Makes a Good City (Hall) Roundtable – student led presentations and discussions

Special guests TBA

Week 16 Thursday December 3

Final City Hall exhibit due Thursday, December 17

Enjoy the holiday break and happy new year!

Detailed course policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the

reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: [Required for face-to-face courses; should be omitted for online courses] Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.