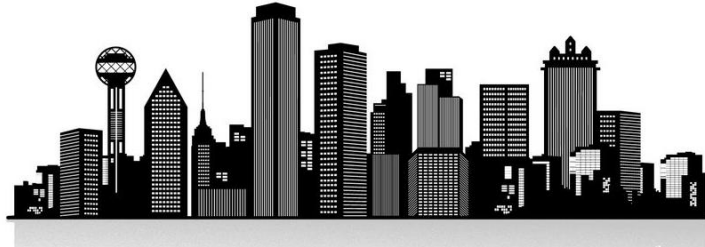


PLAN 3301 - THE METROPLEX
Fall 2019



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Office Hours	Thursday 5:00-6:00 p.m. or by appointment
Section Information	PLAN 330 - 001
Time and Place of Class Meetings	Thursday 2:00-4:50, ARCH 404

Course Description

At the beginning of the 20th century, 10% of the world's population dwelt in towns or cities. By the year 2030, over 60% of the world's population will be urbanized. The Dallas/Fort-Worth Metroplex, according to the 2010 Census, is the 4th largest metropolitan area in the United States, home to more than 6.3 million people. It is one of the fastest growing as well, and its growing capacities make it an ideal workshop to explore the connections between the spatial, social, economic, political, and cultural dimensions of the region.

This class Explores different mediums of personal and collective engagement with the city from idiosyncratic to rational and collective, and from “*legible*” and “*ludic*” to “*soft*” and “*emancipatory*.” The point of departure in this course is to document and explore lived experiences of dealing with a palimpsest we call the Metroplex. The metro area has multiple spatial or physical and non-spatial layers or components, and can therefore be defined or characterized in many different ways. But this course focuses on exploring it on a personal level since your job in the future is to plan, design, or both which requires a deep and personal level of understanding the built environment before engaging in any type of planning or design. This personal experience involves five different yet interrelated “*episodes*” that starts with *walking* and moves on to *observation*, *encounter*,

interpretation, & perception. Walking and encounter consist of physically negotiating the physical barriers and opportunities, the city offers or affords at the same time. Yet, the city is shaped as much by your own personal preferences and choices you make as by collective norms. Perceptions are deeply personal and idiosyncratic. Documenting and presenting the DFW Metroplex through these personal to collective experiences constitute the ultimate pedagogical goals behind this course. In the end, your personal stories and lived experiences of the Metroplex both narratively and graphically, provides much insight into how you come across understanding and experiencing the Metroplex and come to grips with its complexities and sharing with others how you decipher the messages it directly or indirectly transmits.

Learning Outcomes

At the end of the course, students should be able to:

- Explore and discover the complex phenomenon called the DFW Metroplex;
- Apply different methods of research on the constitutive elements of the Metroplex including *walking, observation, encounter, perception* or *interpretation* to capture its multifaceted components;
- Demonstrate the ability to analytically and critically analyze an urban issue, event, physical condition, place or artifact;
- Document findings both narratively and graphically;
- Demonstrate team work skills.

Required Readings

While there are no required text books, the following articles or books chapters will be used in this course:

- Lees, Loretta. 2004. *The Emancipatory City? Paradoxes and Possibilities*. London, Sage Publications. Chapter 8.
- Jacobs, Allan. 1985. *Looking at Cities*. Cambridge, Harvard University Press. Chapter 1 and 2.
- Stevens, Quentin. 2007. *The Ludic City: Exploring the Potential of Public Spaces*. London, Routledge. Chapter 5 and 6.
- Raban, Jonathan. 1974. *Soft City*. New York, E. P. Dutton & Co., Inc. Chapter 8 and 9.
- Clay, Grady. 1980. *Close-Up: How to Read the American City*. Chicago, University of Chicago Press.
- Sandercock, Leonie. 2003. Out of the closet: The importance of stories and storytelling in planning practice. *Planning Theory & Practice*, 4(1), 11-28.
doi:10.1080/1464935032000057209
- Throgmorton, J. A. (2003). planning as persuasive storytelling in a global-scale web of relationships. *Planning Theory*, 2(2), 125-151. doi:10.1177/14730952030022003

These items are available for download through the course Blackboard site.

Descriptions of major assignments and examinations

Students must complete the assignments listed below during the semester. If you cannot submit your assignment on time due to an emergency, contact the instructor for the possibility of an extension. These five episodes reflect five fundamental questions regarding the nature of experiencing the Metroplex: walking, observing, encountering, interpreting, perceiving. Observing reflects the 'what' you see in the Metroplex whereas encounter pertains to 'how' you might interpret what you see.

- **Reading Interpretation**

write a one-page, double-spaced interpretation (not summary) of the week's readings. The interpretation should not be a summary of the readings but instead should synthesize and reflect on the readings, linking the weekly readings to one another and to the week's topic. Interpretations must be posted to Blackboard under the Weekly Interpretations link by no later than 6:00 a.m. the morning of the day on which they are discussed in class.

- **Assignment 1: Walking**

This assignment simply addresses the 'who' question. That is, you will select a place where you see people move in and out of different physical and social contexts, and connect with different audiences/activities. Think about "flaneur" the concept that describes how the French bourgeois walked around in Paris a century ago. Read Gary Bridge's chapter in *The Emancipatory City* (chapter 8), whereby walking is considered a form of "emancipation" rather than oppression or subjugation. According to Bridge, "flaneur is a voyeur, watching but not speaking with others" (p. 124). What you are expected to do while walking is to experience different types of communications including "indifference, involving minimized and neutral exchanges of information among strangers" (p. 129). You can also focus on other types of communications including 'use', 'act,' 'style', 'improvisations' or 'innovations'. Pay attention to pedestrians and acts such as taking shortcuts, or splicing together routes and experiences they consider in walking and transitioning from one path to another. Unlike Kevin Lynch's cognitive mapping technique, Bridge proposes "locatedness" and the idea of how freely one can move or walk from one area to another area in the city. What are some of the elements or characteristics that give you the ability to freely (or not) move around in your case study.

- **Assignment 2: Observing**

This episode reflects the 'what' question. What do you see when you walk? This is a fairly basic question, but after reading chapter 2 of *Looking at Cities*, you will use the same techniques, Jacobs recommends for the things you observe while walking. These techniques range from making direct observation (*observing*) by looking at signs, building qualities and their levels of upkeep, to making judgments (*interpreting*) based on what you see (i.e., making general guesses about the residents' ages, the types of activities they are interested, etc.). Even though Jacobs discusses observing and

interpreting in the same chapter and in tandem, he makes a distinction between the two terms. Pay attention to details. Buildings, sidewalks, window frames, street furniture, etc. are all important parts of your observation. What do these details communicate to you? For example, observing the details help deduce broader conclusions about an area (i.e., when it was developed, its general level of upkeep, its current vs. past identity, etc.). Describe your observations both in photos (or maps) and in words.

- **Assignment 3: Encountering**

This episode reflects the ‘how’ question. Read chapter 5 of *The Ludic City* for this assignment. Encounter, specifically frames “the possibility of encounters between strangers” (p. 100). See how “visibility,” both from a “distance” and “up close” attracts the attention of passers-by. See how or whether “intersections can make contact with the greatest diversity of people, to general friction, to stimulate debate” (p. 102). Think about the “combination of attention and inattention” and “transgression of personal boundaries” (p. 102). Think also about the role of buildings and their facades on these types of social or emotional encounters. Based on these tactics look for contrasts, compositions, what attracts strangers who have to share a tight space for different reasons? Look for signs that guide or point you to bigger roles the shared space shapes how people ‘encounter’. Again, you can use photos, maps, and words to describe your experience. Remember that there is no right or wrong answer, but good or bad. So long as you have reasons for your remarks, your viewpoints can be heard.

- **Assignment 4: Perceiving**

This assignment addresses the ‘why’ question. For this assignment, read Raban’s *Soft City*. According to Raban: “A good working definition of metropolitan life would center on its intrinsic illegibility: most people are hidden most of the time, their appearances are brief and controlled, their movements secret, the outlines of their lives obscure” (p. 218). This is a different type of interpretation compared with the other ones you have been thinking or experiencing in the previous assignments. This is certainly a deeply personal story based on your perceptions of the Metroplex. You will find Raban’s thick descriptions of what he calls “soft city” useful to tell your own story of the DFW Metroplex. Describing his visit to Boston, Raban reveals how he was constantly asked “how well” he actually knew the city in Chapter 9: *One American City*. His quite compelling story illustrates not only his own mindset but also how others thought and described the city. These examples are helpful in understanding the complexities of a metropolitan city like Boston and its “soft” descriptions.

- **Assignment 5: Interpreting**

This last episode reflects the ‘how’ question. For this last assignment, you read Grady Clay’s chapter on the Epitome District. He reminds us of “fixes,” “breaks,” “gossips,” and words of mouth for constructing the cultural image of an area. As you will note, Clay and Jacobs have different ways of interpreting the city even though they use the same concept interpreting. This assignment enriches

your previous experiences and adds another layer of complexity to what it means to live in a metropolitan area.

- **Assignment 6: Group Project**

Students will be grouped into project teams depending on the size of the class. Each team will produce a project report and poster that addresses the anticipated deliverables for a particular neighborhood. The project site would be introduced to the students early in the semester, and October, 24th is dedicated to the group site visits. Teams are expected to demonstrate knowledge of the topics discussed in class as well as the ability to apply them to the project site. At least two visits to the project site during the semester are required from every student and will count toward the student's contribution to the project.

- **Assignment 7: Reflection**

We studied the Dallas Fort Worth Metroplex through the semester as a complex phenomenon, and now we would like to see in a piece on reflection how each one of these assignments helped you to get a better handle on different layers of complexity. It is time to tie all these five discrete assignments together. How did each episode (walking, observing, encountering, perceiving, and interpreting) enabled you to understand the Metroplex? How each of these methods served better than others in dealing with/ discovering this complex phenomenon? What did you learn? Do you think these five methods would help you to delay other cities or metropolitan areas you may deal with later in your future life/ career?

Summarize your experience as a way of self-discovery in three categories: *Timidity* (your uncertainties); *Challenges* (your problems and issues working on each of the assignments); and, *Creativity* (If you think you were able to address points that were not the author's concern when writing their piece, places you believe you were on the verge of something groundbreaking). Remember there are no right or wrong answers because you're explaining your own experience. Be specific. Use examples from the previous assignments. Write about 2,500-3,000 words.

Key Dates

Assignments	Due Date
Assignment 1	September 12
Assignment 2	September 26
Assignment 3	October 10
Assignment 4	October 31
Assignment 5	November 14
Group Project	November 21
Reflection	December 5

Grading Policy

Attendance	10%
In-Class Participation	10%
Reading Interpretation	5%
Assignment 1	10% (5% write-up, 5% poster)
Assignment 2	10% (5% write-up, 5% poster)
Assignment 3	10% (5% write-up, 5% poster)
Assignment 4	10% (5% write-up, 5% poster)
Assignment 5	10% (5% write-up, 5% poster)
Group Project	15% (5% poster, 5% presentation, 5% Group evaluation)
Reflection	10% (5% write-up, 5% poster)
Total	100%

Every assignment includes both the graphic (poster) and text (narrative). All assignments' posters should be printed on 18" x 24" size white paper. You will also submit all your assignments both in hard copy and electronically. Further details will be provided and discussed in the class.

Grade Scale

A	90+
B	80-89
C	70-79
D	60-69

This syllabus and the course calendar is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, as the instructor I reserve the right to modify, improve and make changes as the course needs arise.

Course Calendar

Week 1 – 08/22/2019	Introductions: overview of assignments, objectives, and expectations
Week 2 – 08/29/2019	<i>Gary Bridge: The Emancipatory City</i> Instructor Presentation and Group Discussion Reading Interpretation due

Week 3 – 09/05/2019	Urban Planning and Storytelling Instructor Presentation and Group Discussion Work on your Assignment (Desk Crit/Status Report/Discussion)
Week 4 – 09/12/2019	Assignment 1 Due Pin-Up and Presentations
Week 5 – 09/19/2019	<i>Allan Jacobs: Looking at Cities – Big Data and Urban Planning</i> Instructor Presentation and Group Discussion Reading Interpretation due
Week 6 – 09/26/2019	Assignment 2 Due Pin-Up and Presentations
Week 7 – 10/03/2019	<i>Quentin Stevens: The Ludic City</i> Instructor Presentation and Group Discussion Reading Interpretation due
Week 8 – 10/10/2019	Assignment 3 Due Pin-Up and Presentations
Week 9 – 10/17/2019	<i>Jonathan Raban: Soft City</i> Instructor Presentation and Group Discussion Reading Interpretation due
Week 10 – 10/24/2019	Group Site Visit
Week 11 – 10/31/2019	Assignment 4 Due Pin-Up and Presentations
Week 12 – 11/07/2019	<i>Grady Clay: Close-Up: How to Read the American City</i> Instructor Presentation and Group Discussion Reading Interpretation due
Week 13 – 11/14/2019	Assignment 5 Due Pin-Up and Presentations
Week 14 – 11/21/2019	Group Project Due Pin-Up and Presentations
Week 15 – 11/28/2019	Thanksgiving Holiday
Week 16 – 12/05/2019	Reflection Paper Due - Final Pin-Up Pin-Up and Presentations

Attendance: At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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 course regular class participation is required. If you miss more than 3 sessions, you will miss the attendance and class participation portion of your grade. If you must miss a class due to a conflict, please let the instructor know ahead of time. Students are responsible for all course information, content, and assignments that might be missed due to absence. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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/>).

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).** Only those students who have officially documented a need for an accommodation will have their request honored. 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)** <http://www.uta.edu/disability/> or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu*

Academic Integrity: Students enrolled all UT Arlington courses 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

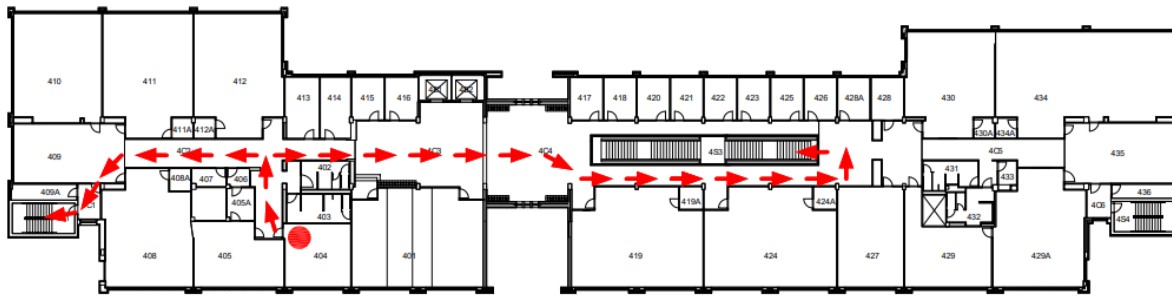
Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account 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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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: 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 below](#). 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.




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 EVACUATION PLAN
 ROOM 330
 SCALE: N.T.S.
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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 <http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>

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. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.