

# ARCH 4311/5311 Planning and Design for the Sustainable City Fall 2019

The University of Texas at Arlington  
College of Architecture, Planning and Public Affairs

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Time and Place of Class Meetings:  
Tu/Th 12:30pm – 1:50p  
Room 329  
Open to Architecture and Planning Students

## **Course Description**

While globalization, mass communication, advance of technology, and immigration soften the national borders and identities, cities have become more encountering with cultural difference and platforms for diversity. For urban planners and architects, the domain of contemporary multicultural metropolis presents both challenges and opportunities. Along with the rising value of sustainability in architectural design, multicultural urban landscape raises the possibility of more equitable and inclusive urban spaces that can foster a greater respect and tolerance for diversity and new ways of living together and sharing space in the city. This course explores urban form and metropolitan systems, and introduces a synthetic overview of the interdependent factors that influence the design of 21st century metropolitan cities. The course covers several cities spanning the globe as case studies to expose students to a range of city-making protocols. Both the urban condition as a whole, both top-down and bottom-up or incremental (sometimes spontaneous) urbanisms are presented in detail. The course addresses current day urban challenges, projecting back into the (modernist) past to frame our understanding of the present.

The course will cover and discuss vital issues of contemporary urbanism, including Urban Renewal (and outcomes), Transportation and Mobility, Walkability, Sharing Economy, New Urbanism/Tactical Urbanism, Smart Growth, TOD (Transit-Oriented Development), Water

and Ecology and Cultural Policy. The course enables students to establish a broader definition of 'urban' by investigating both common and distinct design strategies of divergent cities. During each class, students are asked to rethink architectural and infrastructural systems capable of re-directing urban growth and enhancing metropolitan resilience on both a local and global scale.

As a final project, students will apply topics they will have learned throughout the course, and produce mini design proposal for site. Each team will choose the neighborhood in DFW, and analyze / map neighborhood's socio-demographic and urban characteristic (ecology, streets and public transit and bicycle sharing, cultural amenities, schools and civic services, vacant lots, parks, and building density) by using Census and other GIS data. Mini design proposal is a presentation of analytical research in which students find urban challenges and re-position them as potential benefit of the neighborhood through sustainable urbanism.

Using map analysis, students will present how to create better walkability and accessibility especially around the transit by considering multi use density, arts and creative business, social/economic equity, and potentials of brining people together through normative principles of urban design that we learned in first part of course. How should we make cultural sustainability by planning and architecture? Students in teams have to deliver final presentation and report.

## **Student Learning Outcomes and Goals**

- Introduce students to the history, theory, and principles of sustainable urbanism.
- Blog post is weekly assignment in which students visualize their collection of ideas
- Final project enables students' ability to analyze the problems in urban conditions, and develop design thinking and policy implication
- Students-led discussion is critical part of learning. It will be an essential tool for developing and maintaining ideas and knowledge. Every student is expected to fully participate during the class.

## **Grading Requirements**

20% Attendance and Participation  
40% Blog: Response to a Weekly Question  
40% Final project and presentation

### 1. Attendance and Participation (20%):

It is required that students attend all classes. If you have to miss a class due to illness, family emergency, or other reason acceptable to the instructor, please notify instructor through email in advance of the class with the reason. If there is a last minute problem in attending class please notify fellow classmates if possible, and follow up through email with the instructor within 24 hours. Students should come to class with comments, ask questions, and actively engage with others during the class.

### 2. Blog: Mini Case Study / Collection as a Response to a Weekly Question (40%):

Groups of students (two or three students per team) will engage in the following three interrelated activities based upon questions posed in each week's class:

#### **Create**

pose further questions and conceive design-based answers, uncover precedents, references, and examples, construct hypotheses, make sketches, photos, collages, montages, videos, and generate text.

#### **Capture**

document team ideas, activities, accidents, creations and designs, collect research and reference images, accumulate and assemble images captioned with text, gather and group all created materials together, round-up all materials and forward to team curators.

#### **Curate**

upload the team's activities and findings to a new team-based blog, post the team's experiences, observations, opinions, and designs, add (referenced) images and links from other websites to the blog.

I suggest Tumblr or Wordpress as a platform for making a free blog!

Each week's blog assignment is due in a following week. For example, blog assignment given on 08/27 is due on 09/03.

### 3. Final Project (40%):

1) Each team will select any community neighborhood of Dallas-Fort Worth-Arlington metroplex. Teams will do mapping analysis of neighborhood by showing current socio-economic and physical conditions, such as demography, housing, transportation, vacant

lots/buildings, parks, and civic cultural amenities associated with subculture of community. This analysis should include GIS or figure/ground mapping, sketches/diagrams, and text to understand the current condition of the site.

2) Based on analysis, team of students will propose conceptual design ideas for a street and block in a selected neighborhood. Design ideas can include sketches, diagrams, ground sections, and simple collages (or 3D visualization). Among many principles, they are encouraged to focus on any of following principles:

*Walkability*

*Connectivity*

*Mixed-Use & Diversity*

*Mixed Housing and Retail*

*Traditional Neighborhood Structure*

*Increased Density*

*Green Transportation*

*Reusing and Recycling Infrastructure*

*Ecological Landscape*

Teams will post their final project on their blog, and also make 10-15 minutes presentation before a week before studio finals.

## **Grading Criteria**

The success of this class depends upon willingness to learn, participate, and complete the assigned work on time. Students are expected to attend every class. Assignments should reflect your absorption and critique of the material.

Letter grades should be interpreted as follows\*:

A: Excellent work. Exceeds all criteria. Demonstrates exceptional enthusiasm and intensity for learning. Demonstrates capacity to be self-critical.

B: Above average work. Performance at the level necessary for an undergraduate degree. Meets all criteria. Good understanding of concepts. Shows ability in basic critical thinking. Insufficient attendance and participation.

C: Performance below the overall level necessary for an undergraduate degree. Meets

minimum requirements. Indicates some difficulty in understanding the concepts. Exhibits need for improvement in work habits and critical thinking skills. Insufficient attendance and participation.

D: Below average work. Does not meet minimum requirements. Indicates serious difficulty in understanding concepts. Probable indication of a lack of commitment to the course. Insufficient attendance and participation.

E/F: Unsatisfactory performance. This grade cannot be used to fulfill an undergraduate program requirement. If required in a program of study, the course must be

## Schedule

08/22/2019

### **"Introduction of Class"**

Week 1 (08/27, 08/29)

### **"20th Century Urbanism"**

#### *Topics:*

3 Big Ideas – Howard, Corbusier, and Wright  
Haussmann's Modern Paris  
Burnham's Plan of Chicago

#### *Readings:*

Howard, Ebenezer. "The Town-country Magnet" from *Garden Cities of To-morrow*, 1898/ 1902.

Corbusier, Le. "A Contemporary City" from *The City of Tomorrow and its Planning*, 1929.

Saalman, Howard. *Haussmann: Paris transformed*. New York: Braziller press, 1971.  
<http://www.iub.edu/~paris10/ParisOSS/D7Haussmann/d3Saalman.html>

Burnham, Daniel Hudson and Edward Bennett, *Plan of Chicago*, Edited by Charles Moore. New York: Princeton Architectural press, 1993.

Week 2 (09/03, 09/05)

### **"American Metropolis"**

#### *Topics:*

Sprawl and Density  
Manufactured Urbanism in China

#### *Readings:*

Robert Bruegmann, "The Causes of Sprawl," *Sprawl: A Compact History* (2005)

Robert Fishman, "Beyond Suburbia: the Rise of the Technoberb," from *Bourgeois Utopias: the Rise and Fall of Suburbia* (1987)

*Optional Readings:*

Frank Lloyd Wright, "Broadacre City: A New Community Plan," from *Architecture Record* (1935)

Ebenzer Howard, "The Town-Country Magnet" from *Garden Cities of Tomorrow* (1898)

Edward Soja, "Regional Urbanization and the End of the Metropolis Era," from *The City* (2011)

*Films:*

<https://www.youtube.com/watch?v=U2Dd4k63-zM>

Week 3 (09/10, 09/12)

**"The Human Scale and City Emergence"**

*Topics:*

Robert Moses, and NYC Housing and Public Spaces  
Human scale: Lessons from Gehl, Jacobs, and Human Scale

*Readings:*

Jane Jacobs, *The Death and Life of Great American Cities* (1961)

Jan Gehl, *Cities for People* (2010)

Whyte, William. "The Design of Spaces" from *City: Rediscovering the Center*, 1988.

*Optional Readings:*

Kenneth Jackson, "The Drive-in Culture of Contemporary America," from *Crabgrass Frontier: The Suburbanization of the United States* (1985)

Robert Fishman, "Revolt of the Urbs, Robert Moses and his Critics" from *Robert Moses and the Modern City: The Transformation of New York* (2008)

Week 4 (09/17, 09/19)

**"Happy City"**

Topics:

Conviviality in Public Space

Transit Mobility and Cases of Bogota, Singapore, Copenhagen

Readings:

Charles Montgomery, *Happy City* (2013)

Camillo Sitte, "The Relationship Between Buildings, Monuments, and Public Squares," and "The Enclosed Character of the Public Square" from *The Art of Building Cities* (1889)

Jan Gehl, *Life Between Buildings: Using Public Space*, London: Island Press, (1987)

Films:

The Human Scale (Andreas Mol Dalsgaard, Director)

Week 5 (09/24, 09/26)

**"From Global Slums to Urban Agriculture"**

Topics:

Slums around the world

Urban Agriculture

Readings:

William Julius Wilson, "From Institutional to Jobless Ghettos," from *When Work Disappears: The World of the New Urban Poor* (1997)

Optional Readings:

James Q. Wilson and George L. Kelling, "Broken Windows," from the *Atlantic Monthly* (1982)

Susan Popkin, Megan Gallagher, Chantal Hailey, Elizabeth Davies, Larry Buron, and



Christopher Hayes, "Chicago Housing Authority (CHA) Residents and the Plan for Transformation," a policy brief from the Urban Institute (2013)

U.N. Habitat, "The Challenge of Slums, Global Report on Human Settlements," United Nations Human Settlements Program (2003)

*Films:*

The Pruitt-Igoe Myth (Chad Freidrichs, Director)

Week 6 (10/01, 10/03)

**"New Urbanism, TOD, and Smart Growth"**

*Topics:*

*New Urbanism*

*Transit-Oriented Development (TOD)*

*Smart Growth*

*Readings:*

Andres Duany, Elizabeth Plater-Zyberk, & Jeff Speck, *Suburban Nation* (2000)

Andres Duany, Elizabeth Plater-Zyberk, & Mike Lydon. *The Smart Growth Manual*, New York: McGraw-Hill Education (2009)

Peter Newman and Jeffrey Kenworthy, *Sustainability and Cities: Overcoming Automobile Dependence* (1999)

Week 7 (10/08, 10/10)

**"Traditional Main Street vs. Zoning Regulation"**

*Topics:*

Life, Death, and (Re-) Emergence of Traditional Main Street

Cases of Main Streets in American Cities and Other Countries

*Readings:*

Emily Talen and Hyesun Jeong, "Does the classic American main street still exist? An exploratory look", *Journal of Urban Design* (2018)

Charles Bohl, *Place Making: Developing Town Centers, Main Streets, and Urban Villages* (2002)

Week 8 (10/15, 10/17)

**"Mapping for Urban Design"**

Topics:

Figure Ground & Nolli Map  
GIS Spatial Analysis in Design

*Readings:*

Kevin Lynch, *Image of City* (1960)

Christopher Alexander, *A Pattern Language: Towns, Buildings, and Construction* (1977)

Colin Rowe, *Collage City* (1978)

Emily Talen, *Design for Diversity* (2008)

*Optional Readings:*

Stan Allen, "Infrastructural Urbanism," from *Points + Lines: Diagrams and Projects for the City* (1999)

**Field Trip to City Streets (10/17)**

**(Road Diets for Arlington)**

During class this week, each team should choose, visit and document a street near UTA campus or Downtown Arlington, and redesign it for pedestrian-centered mixed use. Pedestrian-centered streets can include space for bicycle riding, shopping, eating,

performance, art, people-watching, etc. Post sketches and diagrams (with text) on team blogs. Take a group photo and post on blog for attendance.

Week 9 (10/22, 10/24)

**"Housing, Retail and Third Place"**

Communal/Collective Housing

Social Value of Third Place and Design

*Readings:*

Ray Oldenburg, *The Great Good Place: Cafes, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community* (1999)

"The Architecture of Segregation," by the Editorial Board of the New York Times (09/06/2015)

*Optional Readings:*

D. Bradford Hunt, "What Went Wrong with Public Housing in Chicago," in *Blueprint for Disaster: The Unraveling of Chicago Public Housing* (2009)

Robert Putnam, "Whatever Happened to Civic Engagement?" in *Bowling Alone: America's Declining Social Capital*, from the Journal of Democracy (1995)

*Films:*

New York, The City and the World (Ric Burns, Documentarian)

Affordable Green Housing (Tad Fettig, Director)

Social Life of Small Urban Spaces (William H. Whyte, Documentarian)

Week 10 (10/29, 10/31)

**"Landscape Urbanism"**

Topics:

Rise of Environmentalism  
New Urbanism vs. Landscape Urbanism

*Readings:*

Ian McHarg, *Design with Nature* (1969)

Charles Waldheim, *Landscape Urbanism Reader* (2006)

Douglas Farr, *Sustainable Urbanism: Design with Nature* (2008)

Optional Readings:

Timothy Beatley, "Planning for Sustainability in European Cities: A Review of Practice in Leading Cities" from *The Sustainable Urban Development Reader*, (2003)

Week 11 (11/05, 11/07)

**"Recycling the Metropolis"**

Topics:

Definition of Sustainability  
Hybrid Cases of Singapore, Amsterdam, London and Malmö

*Readings:*

Rem Koolhaas, "Whatever Happened to Urbanism?" from *S, M, L, XL* (1995)

Rem Koolhaas, "Generic City" from *S,M,L,XL* (1995)

*Films:*

Melbourne Reborn (Karena Albers, Tad Fetting, Directors)  
London: The Price of Traffic (Karena Albers, Tad Fetting, Directors)

Week 12 (11/12, 11/14)

**"Cultural Placemaking "**

Topics:

Arts, Bohemia, and Creative Industry (w/ Sharing Economy)

## Cultural Policy (Top-down) and Tactical Urbanism (Bottom-up)

### *Readings:*

Hyesun Jeong, "The role of the arts and bohemia in sustainable transportation and commuting choices in Chicago, Paris, and Seoul," *Journal of Urban Affairs* (2018)

Donovan Finn, "DIY urbanism: implications for cities", *Journal of Urbanism* (2014)

### *Optional Readings:*

Dan Silver and Terry Clark, *Scenescape*. Chicago: University of Chicago Press (2016)

Richard Florida, *The Rise of the Creative Class: and How It's Transforming Work, Leisure, Community and Everyday Life*. New York: Basic Books (2002)

### Week 13 (11/19, 11/21)

**Final Project Presentation (11/21) – 15 min per group**

### Week 14 (11/26, 11/28)

**Thanksgiving break – No Class (11/26 can possibly have a Guest Lecture or Film Watching)**

### Week 15

**Studio Finals – No Class (or Final Report Review before submission if needed)**

### Week 16

**Final Report Due (Post on blog + send me a pdf)**

## **Institution Information**

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page (<http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

## **Additional Information**

### **Attendance:**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of 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 section, I will check attendance in the beginning of class. Complete attendance to all classes is mandatory. Absences must be excused in writing in advance and under special circumstances acceptable to the instructor.

- a. Two unexcused absences will result in the loss of a grade in your overall grade for the semester.
- b. Three unexcused absences may result in failure of the course.
- c. Late arrival to class will result in the loss of a one-third-letter grade in your overall grade for the semester.

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 must 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 Canvas. This date is reported to the Department of Education for federal financial aid recipients.

**Emergency Exit Procedures:**

Should we experience an emergency event that requires evacuation of 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, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.