

SPRING 2006

ARCH 4050/6050 – X90 3 credit hours

Professor David Walters

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**Graduate / Undergraduate Urbanism Concentration Seminar
(cross-listed as History Elective)**

Tuesdays, 6.00 – 8.50pm Room 185, Storrs Building

DILEMMAS OF MODERN CITY PLANNING

PARADIGMS LOST:

INTENTIONS, PERCEPTIONS AND PRECEDENTS IN THE CONTEMPORARY CITY



Kirchsteigfeld, Potsdam, Germany,
Rob Krier, 1992-2003



Benwell, Newcastle-upon-Tyne, UK, 1971

PREMISE:

The patterns of settlement in the 20th century were predicated upon particular paradigms of urbanism, as well as more pragmatic concerns of politics, economics and geography. An examination of these influences and their interconnections provides the necessary theoretical and historical background from which to propose improvements to the contemporary landscapes of our cities in the early 21st century.

OBJECTIVES:

The course will provide students with an historical and theoretical overview of contemporary urban form from its recent origins in Europe to its transformations in North America. Particular attention will be paid to the development of urban and suburban form in the nineteenth and twentieth centuries as background to the most prevalent problems facing contemporary urban design in America -- the redefinition of the urban core and the suburban city edge.

CONTENT:

TOPICS COVERED IN SYLLABUS

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|----------|---|--|
| Jan. 10: | Introduction: | The Contemporary City -- Visions and Realities |
| Jan. 17: | Origins of the Modern City:
<i>Rebuilding the City – Reactions to Slums and Moral Degradation</i>
<i>Cities of Tomorrow, Ch. 1 & 2</i> | |
| Jan. 24: | | Creating the Beautiful City |

		<i>Cities of Tomorrow</i> , Ch. 6 <u>Topic Paper 1 due</u>
Jan.31:		Creating the Modernist Utopia <i>Design First</i> , Ch. 1 <i>Cities of Tomorrow</i> , Ch. 7
Feb. 7:	<i>Creating Alternatives --</i>	The Origins of Suburbia <i>Design First</i> , Ch. 2 <i>Cities of Tomorrow</i> , Ch. 3
Feb. 14:		The City in the Garden <i>Cities of Tomorrow</i> , Ch. 4
Feb. 21:		Urban Form and Transportation <i>Cities of Tomorrow</i> , Ch. 9 <i>Design First</i> , Ch. 7 & 8
Feb. 28:		Extending the City -- The Rise and Fall (and Rise) of Regional Planning <i>Cities of Tomorrow</i> , Ch. 5 <i>Design First</i> , Ch. 5 & 7 <u>Urban Theory Map due</u>
Mar. 7:	<i>Spring Break</i>	
		Conditions of the Modern City – Problems and Solutions
Mar. 14:		The Automotive City <i>Cities of Tomorrow</i> , Ch. 9
Mar. 21:		The Rejection of Planning -- Free Enterprise and Sweat Equity <i>Cities of Tomorrow</i> , Ch. 8 & 11 <u>Topic for Rolodex due</u>
Mar. 28:		Planning Theory vs. Community Design <i>Cities of Tomorrow</i> , Ch. 10 <i>Design First</i> , Ch. 3 <u>Topic paper 2 due</u>
April 4:		New Urbansim and Smart Growth <i>Design First</i> , Ch. 3 & 4
April 11:		Planning, Zoning and Urban Growth <i>Design First</i> , Ch. 5 Supplementary Readings from instructor
April 18:		Design-Based Codes <i>Design First</i> , Ch. 5 and Appendix III Supplementary Readings from instructor
April 25:		Planning and Design in the Real World <i>Design First</i> , Ch. 6

May 2:

Urban Futures: Paradigms Regained?
Design First, Ch. 6
Cities of Tomorrow, Ch. 13

May 9:

Final Exam session: Urban Rolodex due

(Note: In certain classes identified at the beginning of the semester, discussions will be led by individual graduate students from prepared notes. See details later in syllabus).

METHOD:

The course material will be presented and developed in a combined lecture/seminar format. Each class session will focus on a particular theme, which will be outlined by the instructor or a specified graduate student in a brief presentation. The readings noted under each weekly topic must be completed prior to that class session. Each topic will then be elaborated by student discussions from the prepared readings. These group discussions will be the major feature of each class session focused around the opening presentation and prepared questions submitted by class members (see below under "Class Participation").

EVALUATION: Grading in this seminar is derived from four assessment components:

- a) Class participation
- b) Two short "topic papers"
- c) Urban Theory Map
- d) Urban Rolodex

a) Class Participation

Active participation in the seminar is required, and these contributions will be reflected in each student's evaluation. This will count for 25% of the seminar grade. Participation will be measured, in part, by the student's verbal contribution to the class, and partly by the submission of two typed questions each week to stimulate class discussion. These questions must be submitted in duplicate: one copy for the instructor, one for the student to retain in his or her course notebook. There are special requirements for graduate students to lead class discussion as noted under Graduate assessment below.

b) Topic Papers

These comprise two papers each of 750 words written by students on topics of their choosing at intervals during the course. Together these will account for **20%** of the seminar grade (10% each). Grading will be based on content (50%) and writing style (50%). Each paper should discuss some urban development / environmental / or socio-political news item in the Charlotte region and relate it to some aspect of the course readings.

c & d) Urban Theory Map and Rolodex

These two interrelated projects aim to create a matrix of understanding about the main movements, ideas and personalities in 20th century Anglo-American planning and urban design.

The Urban Theory Map will comprise the Midterm Project. Each student will produce a digital map that organizes in clear and innovative graphics the network of interwoven urban theories that have spurred city development in the 20th century. The Urban Theory Map will count for **25%** of the seminar grade

The Final Project will be a series of index cards packaged as a Rolodex, providing an index of important and significant individuals who have been influential in framing discussions about urban issues in the 20th century. The Urban Rolodex will count for **30%** of the semester grade

More detailed notes about these two projects will be handed out at the beginning of class.

The Topic Papers must adhere to the conventions of form and usage set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, Sixth Edition, Chicago, University of Chicago Press, 1996 (or other approved manual of style). Please pay specific attention to Chapter 5, "Quotations," and Chapter 8, "Notes." Follow these instructions closely for references, footnotes and bibliography formats. Failure to annotate your sources accurately and honestly will leave you open to charges of plagiarism, which will be severely punished under the UNCC Code of Academic Integrity (see below).

Grading for the course will be in accordance with the following scale:

UNDERGRADUATE

A = Outstanding – Meets or exceeds stated requirements of the course; exhibits significant improvement in understanding and/or execution over the course of the semester; exhibits strong self-motivation, time management and/or leadership skills; exhibits a desire to question and critique him or herself and to pursue new ideas and/or technical skills; contributes significantly to class discussions and activities.

B = Good – Meets stated requirements of the course (all work complete and on time); exhibits improvement in understanding and/or execution over the course of the semester; exhibits good self-motivation and time management and participates meaningfully in class discussions and activities.

C = Average – Meets stated requirements of the course (most work complete and on time); exhibits limited improvement in understanding and/or execution over the course of the semester; exhibits average self-motivation and time management; participates in class discussions and activities.

D = Marginal – Substantially fails to meet stated requirements of the course (work incomplete and/or late); OR exhibits little

or no improvement in understanding and/or execution over the course of the semester' OR exhibits inadequate self-motivation and/or minimal participation in class discussions and activities; OR fails to sufficiently understand and/or execute the concepts and skills required for the course.

F = Failing – Fails to meet stated requirements of the course (work significantly incomplete and/or late); OR exhibits little or no self-motivation and/or minimal participation in class discussions and activities; OR fails to sufficiently understand and/or execute the concepts and skills required for the class.

GRADUATE

Note: Graduate students are expected to lead class discussions in a general way, and specifically to prepare for and lead one class from those topics noted in the course schedule above. Graduate students will submit their prep notes for their particular session to the instructor for grading as part of their overall "Participation" grade evaluation.

A = Outstanding – Meets or exceeds stated requirements of the course; exhibits significant improvement in understanding and/or execution over the course of the semester; exhibits strong self-motivation, time management, and/or leadership skills; exhibits a desire to question and critique him or herself and to pursue new ideas and/or technical skills; contributes significantly to class discussions and activities.

B = Satisfactory – Meets stated requirements of the course (all work complete and on time); exhibits improvement in understanding and/or execution over the course of the semester; exhibits good self-motivation and time management skills; participates meaningfully in class discussions and activities.

C = Marginal – Fails to meet stated requirements of the course (work incomplete and/or late); OR exhibits little or no improvement in understanding and/or execution over the course of the semester' OR exhibits inadequate self-motivation and/or minimal participation in class discussions and activities; OR fails to sufficiently understand and/or execute the concepts and skills required for the course.

U = Unsatisfactory – Fails to meet stated requirements of the course (work significantly incomplete and/or late); OR exhibits little or no self-motivation and/or minimal participation in class discussions and activities; OR fails to sufficiently understand and/or execute the concepts and skills required for the class.

CLASS ABSENCES

On-time class attendance is expected every week. Two unexcused absences will lower a student's grade by half a letter grade. More than two unexcused absences from class will lower

a student's grade by one full letter grade. More than four unexcused absences from class will result in a grade of 'F' or 'U' for the class.

ACADEMIC
INTEGRITY:

The standards for academic integrity in this course are set forth in the UNC Charlotte Code of Student Academic Integrity. As noted above, scrupulous attention MUST be paid to avoiding plagiarism, that is, by trying to pass off the words and works of others as your own. You MUST reference all your sources appropriately in accordance with the notes above. Failure to do so WILL automatically result in a grade of 'F' for the assignment, and may result in a grade of 'F' for the course, or reference of the matter to the UNCC Academic Integrity Board for more severe sanctions such as a cheating notation on your permanent academic record or expulsion from the university.

BIBLIOGRAPHY:

Required Reading:

Hall, Peter, *Cities of Tomorrow*, 3rd edition, Oxford, Blackwell, 2002.

Walters, David and Linda Brown. *Design First: Design-based Planning for Communities*, Oxford, Architectural Press, 2004

Other articles distributed by instructor

Recommended Reading

Campbell, S., and Fainstein, S. 1996. *Readings in Planning Theory*. Oxford, UK: Blackwell Publishers Ltd.

Broadbent, Geoffrey, *Emerging Concepts of Urban Space Design*, London, Van Nostrand Reinhold, 1990.

Barnett, Jonathan, *The Elusive City*, New York, Harper & Row, 1986.

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 6th Edition, Chicago, University of Chicago Press, 1996.