Honors People and Place I
Part One of a Two-Semester Set of Honors Courses in Architecture and Urban Planning
Syllabus

CMP 3101
Day/Time: T & Th 2:00-3:20
Room: Arch 227

General Education/Bachelor Degree Credit:
- Honors
- Humanities
- Service Learning
- Social & Behavioral Science

Major/Pre-Major Credit:
- Urban Planning:
  - CMP 3101: People & Place I (fall semester) counts in place of URBPL 3100
  - ARCH 2615: People & Place II (spring semester) counts as an elective (type A)
  - Pre-Architecture: People & Place II (spring semester) counts in place of ARCH 1615

Instructors:
- Keith Bartholomew
  - bartholomew@arch.utah.edu
- Shalae Larsen
  - shalaek@me.com

People & Place is a two-semester introduction to architecture and urban planning, co-taught by members of the architecture and planning faculty. The courses weave together the two disciplines through the use of theories and methods based in the humanities and the social sciences. In addition to attending lectures on a variety of urban-based theories, students also work on a series of community development service-learning projects directed by practicing architects, planners, and other community professionals. The objective is to make direct field applications of theories and methods important to a variety of community based disciplines. The course is open to all students with a cumulative 3.5 GPA or better. Students are expected to register for both fall and spring semesters.

Introduction:
The disciplines of architecture and planning are inherent to the social, built, natural, and economic environments that underlie our communities and that touch us as individuals. Yet, few people in our culture are aware of their impact; fewer still could articulate general principles that govern decisions regarding the design of our cities, homes, commercial and civic structures, and public open spaces. This lack of design literacy is at the core of many of the urban dysfunctions we observe in our communities. How can architecture and planning go beyond being topics of interest to pointy headed intellectuals who wear bow ties and funny glasses and be understood as relevant to a broader community? What do these disciplines offer to society at large?
In this first semester of People and Place, we will begin our study of architecture and planning by looking at the roles values play in our disciplines and in society and explore ways in which the two sets of values might connect. We will particularly focus on the use of narrative methods (i.e., storytelling) to establish these connections. Our explorations will be significantly informed by the community development service-learning projects, which we will begin in mid-October. For these projects, students will work together in small groups on an issue of importance to our study neighborhood (the northeastern part of South Salt Lake). Each group will have a client in the community and a professional planner, architect, landscape architect, or designer as a mentor. The projects will continue through the end of the spring semester.

**Topic Areas/Questions for This Semester:**

**Definition of Values:** What are values? What factors (cultural, societal, etc.) influence how we construct and define values? How do you define values?

**Identification of Group Values:** How do Americans define values at an individual level? At a community level? Are there values inherent to the disciplines of architecture and planning? What might/should they be?

**Intersection of Values:** What is the relevance of architecture and planning to society at large? Are there values that cut across individual, community, and discipline? How can these values be employed to show the relevance of architecture and planning to a broader community?

**Narrative Approach:** Narratives provide structure for understanding how the world operates. Because of their influence in defining the physical form of communities, the processes and products of planning and design are particularly underlain and influenced by stories. What are the elements of architectural and planning stories? How do non-architects/non-planners understand these stories? How can architects and planners become more effective storytellers?

**Texts**
- Michael Larice & Elizabeth Macdonald (eds), *The Urban Design Reader* (Routledge, 2007)
- Anne Whiston Spirn, *The Language of Landscape* (Yale, 1998)
- David Sucher, *City Comforts* (City Comforts Inc., 2003)
- On-line readings through E-reserve at the Marriot Library and WebCT
Materials:
Sketchbook/Journal: minimum size – 50 sheets at 7” x 10” (any larger size is fine); recycled, acid free paper and a spiral binding are strongly recommended but not required.

Drawing Media: required – HB, 2B, and 4B pencils, small pencil sharpener; suggested – ink pens, charcoal, graphite stick, blending stump, colored pencils, etc.

Teaching Methods & Evaluation (these, too, may change a bit):
Sketchbook/Journal Reviews: Sketching is both a form of seeing and thinking, as well as a method of recording observations and ideas. Ideas often can be communicated better through a sketch than a verbal description. In order to develop basic skills in graphic communication, you will be required to use a sketchbook throughout the semester to complete specified sketch/journaling assignments. You also will be required to use your sketchbook to record your visual and verbal impressions during the community projects. Twice during the semester—just before fall break and at the end of the semester—you will be required to submit your sketchbook for review.

  Grading: the degree to which you have complied with the assignment instructions (not on how well you can draw!).
  Weight: 1st review-10%; 2nd review-20%.
  Due dates: October 6; December 16.

Mid-Term Essay: Just before Fall Break, you will be required to write a short essay in which you will reflect on how the themes and methods contained in the course readings to date apply or are illustrated in our study neighborhood.

  Length: 3-5 pages, double spaced.
  Grading: content (i.e., the degree to which your essay integrates various components of course content) (2/3); style, grammar, and professional quality (1/3).
  Weight: 15% of your grade.
  Due date: October 6.

Service-Learning Project Presentations: After fall break, the bulk of your out-of-class time will be spent working on your community project. The projects will begin with several introductory sessions, after which you will be expected to work with team members, your group mentor, and your client to further develop the project. We will focus on examining and providing ideas for the redevelopment of the area bounded by 2100 South, 500 East, I-80, and I-15, the northeastern corner of South Salt Lake. Each team will look from a different perspective at the interface between place and people in the built environment of the district. Topics to be covered by the teams include community engagement, cultural history, economic development, “greenfrastructure,” historic preservation, small business development, and transportation. Each team will thoroughly research their topic issue, assess problems and opportunities, and then propose a planning/design-based solution that addresses the problems and leverages the opportunities. The projects will continue through the spring semester. You should plan
to spend 2-4 hours each week outside of class time working with your team and mentor, and your team should be prepared to present new research and ideas to your mentor at each weekly meeting.

**Oral Presentation:** Your team will make two oral presentations on your projects, one in early November and one at the end of the semester. The final presentation will be to the group mentors and project clients, as well as to the class.

- **Grading:** presentation content (i.e., how well you describe and reflect on the process and issues of your particular project) (2/3); professionalism (1/3).
- **Weight:** 1st presentation-10%; 2nd presentation-20%
- **Presentation dates:** November 10, 15 & 17; December 6, 8 & 12.

**Written Report:** Each student will also submit an individually prepared written report that summarizes the project work and connects it to the concepts contained in the course readings and discussions.

- **Length:** 7-10 pages, double spaced
- **Grading:** content (i.e., the degree to which your report demonstrates the application of course concepts in your project) (2/3); style, grammar, and professional appearance (1/3).
- **Weight:** 25% of your grade.
- **Due date:** December 16

**Grade Scale:** Letter grades for the semester will be earned using the following scale:

- A ≥ 93.3%; A- ≥ 90.0%; B+ ≥ 86.6%; B ≥ 83.3%; B- ≥ 80.0%; C+ ≥ 76.6%; C ≥ 73.3%; C- ≥ 70.0%; D+ ≥ 66.6%; D ≥ 63.3%; D- ≥ 60.0%.

**Other Important Information:**

**ADA Statement:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Ethical Conflicts:** No student is required to participate in a service placement that creates a religious, political and/or moral conflict for the student. If you feel that you that working on the service-learning aspect of this course will create a religious, political and/or moral conflict for you, please contact Dean Brenda Scheer (581-8254; scheer@arch.utah.edu), and she will explain your options.

**WebCT/Blackboard:** The course will employ WebCT software to provide lecture notes, share information about newsworthy events and articles, facilitate discussions outside of class, and provide instant access to grades. You are “charged with notice” for any
information posted on the course WebCT site during the semester. That means we will assume you have received information posted to the site, and that you take responsibility for the consequences if you choose to not check the site regularly. If you are not already familiar with WebCT, you can learn about it at: http://webct.utah.edu.

**Late or Missing Work:** A late paper or missed presentation means no credit. If you notify us of an illness or other problem prior to the official due date of the paper or time of the presentation, we will consider extending the paper deadline or offering an alternative time for the presentation.

**Courtesies:** Please arrive on time. By the same token, please wait until the official end of class to start packing up your books and other belongings. If we go over the scheduled time by a minute or two, please be courteous.

**Important Dates:** The last day to drop this class is August 31; the last day to add it is September 6; tuition is due September 6; the last day to late add is September 12; the last day to withdraw is October 21.

**Class Schedule** (subject to change; changes will be posted on WebCT)

**Aug 23:** Course introduction and Presidents’ Circle exercise

Assignment for 8/25:
- Hiss, Tony, Chapter 1 “Simultaneous Perception” in *The Experience of Place*, pp. 3-26 (Web CT and Marriott Library Reserve desk).

**Aug 25:** Hiss, “Simultaneous Perception”

Sketch/Journal Assignment #1: Perception (complete by Sept. 8).

Assignment for 8/30:
- Bring sketchbook and pencils to class on 8/30

**Aug 30:** Yee, “Representational Sketching,” and Skill Session: Sketching

Assignment for 9/1:

**Sept 1:** Spirn, “Introduction,” “Prologue,” & Chapter 1, “‘Nature’s Infinite Book’: The Language of Landscape”

Assignment for 9/6:
Sept 6: McHarg, “Sea and Survival” and “A Step Forward”
Assignment for 9/8:
• Bacon, Edmund, “Upsurge of the Renaissance” in Urban Design Reader, pp. 9-16.

Sketch/Journal Assignment #2: Understanding place (complete by Sept. 20).
Assignment for 9/13:
• Site analysis reading: TBA

Sept 13: Skill Session: Site analysis
Assignment for 9/15:
• Le Corbusier, “The Pack-Donkey’s Way” and “A Contemporary City” in Urban Design Reader, pp. 66-75.

Assignment for 9/20:
• Steiner, Frederick, Chapter 4 “Human Community Inventory and Analysis” in The Living Landscape, pp. 141-185 (on WebCT).

Sept 20: Steiner, “Human Community Inventory and Analysis”
Sketch/Journal Assignment #3: Community inventory (complete by Sept 29).
Assignment for 9/22:
• Spirn, Anne, Chapter 3 (part), “Landscape Genres” and “Artful Telling, Deep Reading” in The Language of Landscape, pp. 54-81.

Sept 22: Spirn, “Landscape Genres” and “Artful Telling, Deep Reading”
Assignment for 9/27:
• Suitability Analysis reading: TBA

Sept 27: Skill Session: Suitability Analysis
Assignment for 9/29:
• Hayden, Dolores. “Place Memory and Urban Preservation” in Urban Design Reader, pp. 194-203.
**Setpt 29:** Hayden, “Place Memory and Urban Preservation” and Oldenburg, “The Problem of Place in America”

Sketch/Journal Assignment #4: Suitability (complete by Oct. 6).

Assignment for 10/4:
- Rhetorical analysis reading: TBA

**Oct 4:** Sandercock, “The Power of Story in Planning”

Assignment for 10/6:
- Jacobs, Jane, Chapters 1-3: Introduction, The Uses of Sidewalks: Safety, and The Uses of Sidewalks: Contact, in *The Death and Life of Great American Cities*, pp. 3-73

**Oct 6:** Jacobs, *Death and Life* Chaps 1-3 and Intro to projects/groups

Hand in:
- Sketchbook/journals
- Mid-term essays

Assignment for 10/18:
- Contact mentors; establish meeting schedules.

**Oct 11 & 13:** Fall Break

**Oct 18:** Spirn, “Is a Leaf Like a Noun, Flowing Like a Verb? Elements of Landscape and Language”

Assignment for 10/20:
- Readings on laddering (WebCT).

**Oct 20:** Skill Session: Laddering I

Sketch/Journal Assignment #5: Laddering I (complete by Nov 8).

Assignment for 10/25:
- Sucher, David, “How to Build an Urban Village” and “Bumping into People” (chapters 1 & 2) in *City Comforts*, pp. 6-43.

**Oct 25:** Gehl, “Three Types of Outdoor Activities” and “Life between Buildings” and Sucher, “How to Build an Urban Village” and “Bumping into People”

Assignment for 10/29:
- “Identifying Issues and Establishing Goals” reading: TBA
Oct 27: Identifying Issues and Establishing Goals

Assignment for 11/1:

Nov 1: Spirn, Chapter 4 (part) and Chapter 5 (part)

Assignment for 11/3:
• Presentation design reading: TBA

Nov 3: Skill Session: Presentation Design with Kinde Nebeker

Sketch/Journal Assignment #6: Presentation Design (complete by Nov 10).

Nov 8: Work Day

Sketch/Journal Assignment #7: Elements of Civic Space Design (complete by Nov 22).

Nov 10, 15 & 17: Presentations

Assignment for 11/22:
• Jacobs, Jane, Chaps. 7-11 in Death & Life of Great American Cities, pp. 143-221

Nov 22: Jacobs, Chaps. 7-11

Assignment for 11/29:
• Developing Alternatives reading: TBA.

Nov 24: Thanksgiving

Nov 29: Developing Alternatives

Sketch/Journal Assignment #8: Developing Alternatives (complete by Dec 16).

Dec 1: Work Day

Dec 6 & 8: Presentations

Dec 12: 1-3 pm Presentations and Celebrations

Dec 16: Papers and Sketchbooks due by 5 pm.