

Honors People and Place II

Part Two of a Two-Semester Set of Honors Courses in Architecture and Urban Planning

Syllabus

ARCH 2615

Day/Time: T & Th 2:00-3:20

Room: Arch 229

General Education/Bachelor Degree Credit:

Honors

Humanities

Service Learning

Social & Behavioral Science

Major/Pre-Major Credit:

Urban Planning:

ARCH 2615: People & Place II counts as an elective (type A)

Pre-Architecture: People & Place II counts in place of ARCH 1615

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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 second semester of the course, we plan to continue our observation of values and narrative in society and in the disciplines of architecture and planning. The primary context for our exploration will be the community service-learning projects begun in the fall semester. During the spring, we will take the ideas identified in the community projects last fall to a finer level of detail, prioritize which ideas to carry forward, and create final products that have value both to society and ourselves.

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:

Larice, Michael & Macdonald, Elizabeth (Eds.). (2007). *The Urban Design Reader*. London: Routledge.

Spirn, Anne Whiston. (1998). *The Language of Landscape*. New Haven, CT: Yale University Press.

Jacobs, Jane. (1961). *The Death and Life of Great American Cities*. New York: Vintage Books.

Materials:

Sketchbook: continue to use sketchbook from last semester (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 and 4B pencils, small pencil sharpener; suggested – ink pens, charcoal, graphite stick, blending stump, colored pencils, etc.

Teaching Methods & Evaluation:

Sketchbook/Journals: As with the fall semester, you will use your sketchbook throughout the semester to complete specified sketch/journaling assignments. Twice during the semester—just before spring 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: 15%

Due dates: 1st review: March 3-10 (the day your group does its final class presentation)
2nd review: May 1 @ 4:30.

Essays: As with last semester, you will be asked to write two essays integrating three primary elements: (1) the course texts and class discussions; (2) the information obtained from interviews you and your group members have conducted with people in the community (this should not be limited to the interviews required by Sketch/Journal Assignments, but should also include other interviews you may have done); and (3) the content of your community project and the processes you went through to create it. In the **first essay**, we want you to provide detailed analysis of how the stories and community and personal values you discovered through your interviews, observations, and readings influenced the processes behind your project and are incorporated into the project's content. For the **second essay**, we want you to reverse your focus (more or less), and analyze how the final products for your project (the exhibit pieces, mainly) communicate stories and values back to the community.

Length: 7 to 10 pages long, double spaced

Submission: electronic submissions, only

Grading: content (70%)
professionalism, style, and grammar (30%)

Weight: 1st paper: 10%
2nd paper: 15%

Due Dates: 1st paper: March 12
2nd paper: May 1 @ 4:30

Community Service-Learning Project:

Class Presentations: Like last semester, there will be two sets of formal project presentations in class. The first set (February 3-10) will not be graded, but we will provide you with plenty of feedback (of course!). The second set of presentations (March 3-10) will be the final presentations to the class and, hence, should report the final research results on your project. At the end of each presentation, we will engage in a discussion on how to turn your project work into a product that can be used for the exhibition in April.

Grading: graphic and verbal professionalism (50%)
depth of content (50%)

Weight: 20%

Exhibition: Friday, April 17 we will open the exhibition of your work at a location in the Gateway District (TBA). The opening, which will be timed to be part of the April Gallery Stroll, will be attended by the project clients, mentors, and members of the public. Each group will present its work as part of the opening.

Grading: graphic and verbal professionalism (50%)
depth of content (50%)
Weight: 30%

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%.

Schedule (subject to change):

Jan 13 Tu Project group discussions with instructors

Assignment for 1/15:

- WebCT: Throgmorton.

15 Th Throgmorton reading discussion

Assignment for 1/20:

- *Urban Design Reader*: Clare Cooper Marcus and Carolyn Francis, "Urban Plazas" (pp. 371-375).
- Sketch/Journal exercise 7: Story/narrative (complete by Jan. 27).

20 Tu "Urban Plazas" (Clare Cooper Marcus and Carolyn Francis) reading discussion

Assignment for 1/22:

- Prepare for informal reviews/group discussions.

22 Th Project informal reviews/group discussions with instructors

Assignment for 1/27:

- *Death and Life of Great American Cities*: Jane Jacobs, chap. 5, "The Uses of Neighborhood Parks."
- Sketch/Journal exercise 8: laddering interviews (complete by Feb. 3).

27 Tu "The Uses of Neighborhood Parks" (Jane Jacobs) reading discussion

Assignment for 1/29:

- *Death and Life of Great American Cities*: Jane Jacobs, chap. 14, "The Curse of Border Vacuums."

29 Th "The Curse of Border Vacuums" (Jane Jacobs) reading discussion

Assignment for 2/3-10:

- Project presentation preparation.

Feb 3 Tu Project presentations

5 Th Project presentations

10 Tu Project presentations

Assignment for 2/12:

- *Urban Design Reader*: Christopher Alexander, "The Timeless Way" (pp. 93-97).

12 Th "The Timeless Way" (Christopher Alexander) reading discussion

Assignment for 2/17:

- WebCT : *City Comforts*, David Sucher, chap. 3, "The Three Rules" (pp. 45-65).
- Sketch/Journal exercise 9: values mapping (complete by Feb. 24).

17 Tu "The Three Rules" (David Sucher) reading discussion

Assignment for 2/19:

- Prepare for informal review/group discussions.

19 Th Project informal reviews/group discussions with instructors

Assignment for 2/24:

- *Urban Design Reader*: Rem Koolhaas, "The Generic City" (pp. 215-226).

24 Tu "The Generic City" (Rem Koolhaas) reading discussion

Assignment for 2/26:

- Project presentation preparation.

26 Th Project presentation preparation

Assignment for 3/3-10:

- Project presentation preparation.
- Complete sketch/journal exercises 7-9 (due Mar. 3, 5, or 10).
- Work on essay (due Mar. 12).

Mar 3 Tu "Final" project presentations

Presenters hand in sketchbooks (2 groups).

5 Th "Final" project presentations

Presenters hand in sketchbooks (2 groups).

10 Tu "Final" project presentations

Presenters hand in sketchbooks (1 group).

- Mar 12 Th Skill session: Exhibit design**
 Hand in essay.
 Assignment for 3/24:
- Sketch/Journal exercise 10: exhibit design (complete by Mar. 24).
 - Prepare for informal reviews/group discussions.
- 24 Tu Project informal reviews/group discussions with instructors**
 Assignment for 3/26:
- *Urban Design Reader*: David Sucher, "Getting Around" (pp. 391-404), and Allan B. Jacobs, "Conclusion: Great Streets and City Planning" (pp. 387-390).
 - Sketch/Journal exercise 11: reverse laddering (complete by Apr. 2).
- 26 Th "Getting Around" (David Sucher) and "Conclusion: Great Streets and City Planning" (Allan B. Jacobs) reading discussion**
 Assignment for 3/31:
- *Urban Design Reader*: Doug Kelbaugh, "Critical Regionalism: An Architecture of Place" (pp. 183-193).
- 31 Tu "Critical Regionalism: An Architecture of Place" (Doug Kelbaugh) reading discussion**
 Assignment for 4/2:
- Prepare for informal reviews/group discussions.
- Apr 2 Th Project informal reviews/group discussions with instructors**
 Assignment for 4/7:
- *The Language of Landscape*: Anne Spirn, Chapter 3 (part), "Landscape Genres" and "Artful Telling, Deep Reading" (pp. 54-81).
- 7 Tu "Landscape Genres" and "Artful Telling, Deep Reading" (Anne Spirn) reading discussion**
 Assignment for 4/9:
- Exhibition preparation.
- 9 Th Exhibition preparation**
 Assignment for 4/14:
- Exhibition preparation.
- 14 Tu Exhibition preparation**
 Assignment for 4/15-16:
- Exhibition preparation.
- 15 W Exhibition set-up at gallery (tentative)**

Apr 16 Th Exhibition set-up at gallery

Assignment for 4/21:

- *The Language of Landscape*: Anne Spirn, Chapter 4 (part), "Is a Leaf Like a Noun, Flowing Like a Verb? Elements of Landscape and Language" (pp. 85-111).

17 F Exhibition and Gallery Stroll

21 Tu "Elements of Landscape and Language" (Anne Spirn) reading discussion

Assignment for 4/23:

- *The Language of Landscape*: Anne Spirn, Chapter 4 (part) – "Places of Need and Use," "Performance, Space, and Meaning," and "The Nature of Material, Form, Process, and Performance: Frank Lloyd Wright's Taliesins;" (pp. 119-132) and Chapter 5 (part) – "Dynamic Weaving, Fabric of Stories: Shaping Landscape Context" (pp. 133-150).
- Sketch/Journal exercise 12: landscapes (complete by May 1).

23 Th "Places of Need and Use," "Performance, Space, and Meaning," "The Nature of Material, Form, Process, and Performance," and "Fabric of Stories" (Anne Spirn) reading discussion

Assignment for 4/28:

- *Urban Design Reader*: Jon Lang, "Urban Design as a Discipline and as a Profession" (pp. 461-478).
- *The Language of Landscape*: Anne Spirn, Chapter 7 (part) – "Thinking, Building, Caring" and "Weaving a Fabric" in *The Language of Landscape* (pp. 202-215).

28 Tu "Urban Design as a Discipline and as a Profession" (Jon Lang) and "Thinking, Building, Caring" and "Weaving a Fabric" (Anne Spirn) reading discussion

Assignment for 5/1:

- Complete final essay.
- Complete sketchbook/journal.
- Complete peer evaluation.

May 1 Fr Hand in essays, sketchbooks, and peer evaluations

Due by **4:30 pm** to Prof. Bartholomew (essays) and Prof. Locher (sketchbooks and evaluations).

Other Important Information:

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.

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 Associate Dean Peter Atherton (581-6347; atherton@arch.utah.edu), and he will explain your options.

WebCT: 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>.

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.

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.