

ARCH 576 Urban Morphology Seminar
ILLINOIS SCHOOL OF ARCHITECTURE, UIUC

Instructor: Kevin Hinders khinders@illinois.edu

Credit: 4 hours

Term Offered: Fall 2019

Location: 333 South Desplaines

Studio Days and Time: Typically W 9:00 AM – Noon

Rather than urban design, urban planning, urban studies, urban theory, or other specialized terms, urbanism identifies a broad discursive arena that combines all of these disciplines into a multidimensional consideration of the city.

Margaret Crawford in Everyday Urbanism

	1920	1940	1960	1970	1980	1990	2000	CURRENT
FIGURE GROUND		1920s Population: 20,000 Economic Growth and Peak Heavy retail along Madison Street	 1968 Riots and fires following the assassination of Dr. Martin Luther King Jr. destroyed Madison Street's storefronts.	1960s Population: 16,300 Chicago Housing Authority razed 12 blocks to build the 1,800 unit Henry Horner Homes		1980s Population: 7,600 1987 Residents oppose a proposed Chicago Bears Stadium The Better Alternative: Development plan that focused on building affordable housing and creating new resources	2013-Present Population: 8,353 Median Income: \$27,600	
LAND USE			INTERSTATE-550 CONSTR. 1955 → 			UNITED CENTER CONSTR. 1984 → 		
ZONING								
AERIAL	CHICAGO STADIUM 1925-1993 → 							
			HENRY HORNER HOMES 1967-2008 → 				WESTHAVEN 2007-CURRENT → 	

PREMISE AND DESCRIPTION

Urban Design Theory introduces seminal ideas and theoretical writings and connects them to social, political, economic, cultural and technical events and developments as they influenced architectural thought and built urban environments.

The course will include readings, projects and field trips to facilitate discussions and allow for holistic understanding.

There will be an assignment to create an interactive website which shall facilitate comparative analysis of Chicago neighborhoods, morphology and typology, using figure grounds, Nolli information, aerial photographs, zoning and land use, etc. diagrams. Each group must create a usable portion of the overall website.

WEEKLY SCHEDULE

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Suggested Summer Readings:

Rowe & Koetter, Collage City

Hunt and DeVries, Planning Chicago

Suggested Reading: Price , Spatz and Hunt, Out of the Loop (we will be reading excerpts from this text during the semester):

Roediger, Racism, Ethnicity, and White Identity in Chicago

Week 1/ Introduction

Required Readings: Rowe & Koetter, Collage City First 1/2 Linking Factory and Skyscraper in Chicago

Students are required to outline the Rowe reading for the next class and turn in the outline.

Week 2/Ideal and Real

Required Readings: Rowe & Koetter, Collage City Second 1/2

Students are required to outline the Rowe reading for the next class and turn in the outline. Plan Project Work- groups, clarifying expectations

Week 3/ Understanding the Figure/Ground

Required Readings: Rowe, Roma Interrotta

Peterson, Urban Design Tactics - **Kevin**

Copper, The Figure Grounds

Week 4/ Space/Antispace up to the 21st Century

Required Readings:

Peterson, Space/Antispace - Franzika/Teresa

Carriere, The Campus as City: Race Class and Urban Redevelopment in Chicago -

Xiron

Week 5/ Understanding America

Report- Figure Grounds, Aerials, Zoning, etc. historical

Required Readings:

Linklater, Measuring America: The Immaculate Grid - Meghavi

Hurt, The American Grid - Antonius

Dennis, Excursus Americanus - **Sheetal**

Week 6 / The City and Automobile

Report - Nolli

Required Readings:

Mumford, The Highway and the City - David

Mattinklott, The Way is the Goal -**Nesma**

Week 7/ TND and New Urbanism

Report- Square footage, occupancy, etc.

Required Readings:

L. Kreir, Cities, Towns and Palaces - Sabina

Duany & Plater Zyberk, Seaside (1 and 2)- Franzika

Kunstler, Home from Nowhere - Teresa
Price, Regional Idioms, Chicago Style: The Lessons of Oak Park (Oak Park) - KEVIN

Week 8/ New Paradigms?

Report- Diagramming

Required Readings:

Lantini, Rome, its region and the regeneration of the "light city" - Xiron
Krieger, Piranesi's Rome and the New Jerusalem - Meghavi
Koolhaas, What happened to Urbanism? - Antonius

Week 9/A warning- so "What's Next?"

Report- Discussion

Required Readings:

Dennis, excerpts from Temples and Towns - Sheetal

Week 10/ Twenty First Century Urbanism

Report- Project Status

Required Readings:, Required Readings:

Ingersoll, The Ecology Question - David
Newman, Beatley, Boyer, Resilient Cities: Conclusion: Ten Strategic Steps toward a Resilient City - Nesma

Week 11/Resilient and Ecological

Report - Project Status

Required Readings:

Kolb, Sprawling Places: Suburban Promises and Problems & Toward More Complexity in Suburbia - Sabina

Week 12/Work Week

Report- Project Status

Discussion, Comparison and Production

Week 13/Sprawl and Change

Report- Project Status

Discussion, Comparison and Production

Week 14/Work Week

Report- Project Status

Project Production

Week 15/Completion

Project Review/Publication

Collage City- Colin Rowe and Fred Koetter
Nature and the Idea of a Man-Made World- Norman Crowe
Measuring America- Andro Linklater (excerpts)
Planning Chicago- DeVries and Hunt
Sprawling- Kolb
Creating a Vibrant City Center- Regeneration Principles
Out of the Loop- Price, Spatz and Hunt
Sprawltown-Ingersoll
Resilient Cities- Newman, Beatley, Boyer,

Other essays:

Rome Interotta- Rowe, et. al.
Urban Design Tactics (from Roma Interotta)-, Steve Peterson
Space /Anti space (from Harvard Architecture Review V. 1)- Steve Peterson
Excursus Americanus (from Modulus OR The French Hotel)- Michael Dennis
The Way is the Goal (from Daedalus)- Gert Mattinklott
The Highway and the City- Lewis Mumford
The American Grid (from Thresholds)- Steve Hurr
Home from Nowhere- James Howard Kunstler
Cities, Towns and Palaces- Leon Krier
Piranesi's Rome and the New Jerusalem- Alex Kreiger
What Ever Happened to Urbanism? Rem Koolhaas
Urban Comparisons- Melvin Branch
Cornell Journal

Reading & Participation

Readings are assigned for each class. Readings should be completed before you come to class. Students will be selected and assigned to be discussion leaders for each reading. These students must create/lead a 30 minute session with 10 minutes minimum discussion. Students will be called upon at any time during class to respond to questions related to the discussion or assigned readings. It is imperative that you are prepared to respond. Failure to respond, a poorly formulated response, or poor preparation will reflect negatively on you and your course evaluation.

Project

Areas of the city will be selected for analysis and documentation. This work will form the basis for a comparative study of urban form. Students will determine the manner of documentation, study and deliverables within the group to optimize the investigation.

Preparation for Class

1. Students shall be prepared for each class period. Students should demonstrate an understanding of the reading ,material and engage in discussions of the material. Should a student not understand an aspect of the reading they should prepare a list of specific questions and instances for group discussion.
2. Students should not expect faculty to provide an overview of material, ideas or concepts but rather these ideas originate in the readings and may lead to discussion.

3. Faculty shall engage in dialogue with students to facilitate the development of students' overall understanding.
4. The Instructor's role is to extend a student's thinking and challenge a student to explore and substantiate his/her own knowledge and understanding. EVERYONE should prompt each other to explore an in-depth understanding of the ramifications of concepts and their implications in today's world.

Grading

Course Breakdown:

Reading and Participation in Discussions	50%
Project(s)	50%

Letter grades for this course are established as follows:

Excellent (A+, A, A-): Student's work is of exceptional quality, and solutions to the problems show a depth of understanding of the project requirements. Project is fully developed and presented well, both graphically and orally. Student has developed a strong and appropriate concept that clearly enhances the overall solution. The full potential of the problem has been realized and demonstrated.

Good (B+, B, B-): Student's work shows above-average understanding and clear potential. All project requirements are fulfilled and are clearly and concisely presented.

Fair (C+, C, C-): Student's work meets minimum course objectives and solves major problem requirements. Work shows normal understanding. Quality of project, as well as the development of knowledge and skills, is average.

Poor (D+, D, D-): Student's work shows limited understanding and/or effort. Minimum problem requirements have not been met. Quality of project, as well as development of skills, is below average. This is the lowest passing grade.

Failure (F): Student's work is unresolved, incomplete and/or unclear. Minimum course objectives or project requirements are not met, and student's work shows lack of understanding and/or effort. Quality of project or performance is not acceptable. This grade is not acceptable for degree credit.

Course Evaluations will be based on the following criteria:

1. Course PARTICIPATION: Collaboration will be an important aspect of this Studio. Dialogue amongst everyone in the seminar is required. Students will be asked to collaborate on various aspects of the course taking responsibility for both their own and their peers learning. This may include leading discussions, taking control of field trips into the city and working with outside entities including the CAF and 1871.
2. Daily work and completion of reading assignments will be factored into the Reading and Participation in Discussions portion of the grading.
3. For the PROJECT portion of the seminar, it will be necessary to demonstrate progress in the project's development throughout the semester in order to have a successful grade. The Project subject will be determined as we work discern its focus and deliverables.

4. Outcomes: Ultimately, the 1/2 of the student's success or failure and final grade will be determined by what is actually produced during the semester Project. It should be understood that the project(s) we undertake will become a part of both the participants learning and will assist with other's understanding of Architecture and Urbanism through the proposed web material.

Attendance Policy

Attendance is required. Notification in writing must be given to instructor for approval two weeks in advance for any anticipated absence (i.e. field trips, personal, etc.) Please see the School Policy on Attendance included below. The policy states that one class due to unexcused absence effects the grade of the person missing class.

If you miss class for any reason excused or unexcused it is your responsibility to make up any work that you have missed. It is not the responsibility of the instructor to seek you out to see if you are aware of what you missed. Rather it is your responsibility to seek out the instructor to find out what you have missed.

An absence does not excuse you from the content that was presented in your absence or assignments that were due on the date of your absence.

If your **absence was excused** you must meet with the instructor to determine due dates for work you missed.

If your **absence was unexcused** you are responsible for turning work in on the previously determined due date.

School Policy on Attendance (ISoA)

1. Attendance is required at all classes and all required external events. Unexcused absences equaling the number of one week's class meetings will result in a full letter grade reduction for the semester (e.g.: three absences for a three time a week class, two for a two- time a week class, etc.). Any additional unexcused absence beyond this amount will result in a failing grade.
3. Students must attend all classes, reviews, pin-ups, lectures, field trips, etc. in their entirety. If a student arrives late or leaves early, without the consent of the instructor, (s)he is considered absent for the entire class. Repeated patterns of late arrival or early departure will be noted and considered as unexcused absences.
4. An absence may be excused for medical emergencies or family emergencies only. These emergencies must be supported by proper documentation, such as a doctor's note on letterhead or an obituary. The student is responsible for providing proper documentation for the absence to the instructor, and must do so prior to the end of the current semester. The student is also solely responsible for arranging for materials, etc. from a class (s)he has missed.
5. An absence will not be considered an excused absence if it is for any other reason including: work, vacation, or computer failure.
6. Students who wish to observe their religious holidays shall notify the faculty member

by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent.

7. Attendance is required at all scheduled studio reviews for the full time period of the reviews.

Late Work

All assignments are due at the specified date and time indicated by the instructor. Deadlines for assignments will be strictly enforced, with late work resulting in grade penalties as follows:

1. Work submitted late (after the assigned deadline, but within 24 hours) shall be penalized one full letter grade (from B+ to C+, for example).
2. Work submitted more than 24 hours late shall be penalized two full letter grades (from B+ to D+, for example).
3. Work submitted more than 48 hours late is not acceptable and may receive a failing grade.
4. Students must have all presentation materials prepared and displayed on time for reviews. Missing a scheduled presentation time and/or not presenting at a project review without approval from the instructor is the equivalent of missing an exam, and shall be graded accordingly.

NOTE: *This syllabus is for general use. The instructor reserves the right to alter syllabus content as needed throughout the semester. Written notice via email and/or verbal announcement will serve to alert students to any alteration in the syllabus.*