

Fall 2020_Architecture 321

History of the American City

Instructor: Prof. Andrew Gleeson
Co-Instructor: Prof. Kimberly Zarecor
T.A.'s: Tosin Bamidele

Giannis Koutsou

Delivery: Online

Credits: 3 (meets U.S. Diversity req)

Student Hours: T-Th 3-4 PM (Gleeson)
F 12-1 PM (Zarecor)
(appointments in Canvas)

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Introduction:

This online course will consider the historical development of the built environment and urban condition in the Americas from the colonial period to the city of the 21st century. The objective of the course is to provide students with an analytical and historical framework through which they can see and understand the American city as a complex system of overlapping and intersecting infrastructures, both literal and figurative. In short, we will investigate the what, how, and why of the historical development of American cities. In this class, the term infrastructure has a meaning beyond just physical infrastructure and students should anticipate content aligned with the U.S. Diversity requirement (<http://www.registrar.iastate.edu/students/div-ip-guide>).

There are multiple approaches to studying the American city including narratives that privilege its political, economic or social histories, or within architecture, a focus on its formal or stylistic character. This class will apply multidisciplinary approaches that emphasizes the interconnectedness of physical and institutional systems with cultural and social conditions. Primary attention will be given to philosophies of the built environment, urban spatial organization, built form, technological change, regulatory restrictions, funding patterns, and social categories such as class, race, and gender. The American example will be considered both for its uniqueness and its historical relationship to European models. Examples will be drawn from cities that include Baltimore, Boston, Chicago, Denver, Detroit, Los Angeles, New York, Omaha, Philadelphia, St. Louis, and San Francisco.

Requirements:

Students are expected to complete the work in all 5 course modules in Canvas. There will be no exams this semester and most work will be writing and reflecting on the course content in short lecture responses and during virtual live discussion sections. There will be a final essay described on a separate handout and due during finals week.

Grades will be determined by the lecture responses (50%), attendance and participation in discussion sections (25%) and a final essay (25%). All assignments will be submitted through Canvas. Work not submitted by the due date may be accepted with a grade reduction. There will be extra credit opportunities to add points to your final grade (details TBA).

Students are expected to watch all asynchronous lectures (recorded to watch anytime), attend synchronous (live) discussion sections at your assigned time on a Tuesday or Thursday once every two weeks, and submit the work in each module including the final essay.

Lectures and lecture slides will be posted to Canvas in the course modules. These files are only for the educational use of students enrolled in Arch 321 this semester. Students who post pdfs on public sites or engage in other behavior that affects the fairness and integrity of the course content may lose extra credit points and/or be reported to the Dean of Students Office.

Please govern yourself at all times in accordance with the ISU Student Conduct Code:

<https://knowthecode.dso.iastate.edu/code-of-conduct>.

Synchronous (live) Discussion Sections:

To make our online course more interactive, we have set up a series of synchronous (live) discussions from 12:45-1:15pm or 1:30-2:00pm on a rotating Tuesday/Thursday schedule for 8 discussion groups (about 19 students per group). You can see which group you are assigned to in Canvas. There will be 6 meetings for each group. If you attend all 6 sessions and contribute to the conversation, you will receive 100% of the points for this part of your final semester grade. If you are in attendance, but not engaging with the group, Prof. Zarecor may not grant you the points for that day (in this case, she will reach out to explain). If you miss 1 discussion, you will lose 1/6 of the points, and so

on. You can ask to join an alternate section once in the semester, but not for extra credit, this is only to replace a missed meeting. Please email Prof. Zarecor if this is the case and she will work with you to invite you to an alternation date/time. There will be extra credit opportunities to help boost your overall grade, so if you miss a discussion, don't despair.

Accessibility Statement:

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

Plagiarism and Academic Dishonesty:

Academic misconduct and plagiarism in any form will not be tolerated in this class and will result in an F for the assignment and possible failure in the course. All incidents will be reported to the Dean of Students Office. *ISU information on academic dishonesty/misconduct*: "Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as his or her own work themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assists another student in such acts or plagiarism. Such behavior is abhorrent to the university, and students found responsible for academic dishonesty face expulsion, suspension, conduct probation, or reprimand. Instances of academic dishonesty ultimately affect all students and the entire university community by degrading the value of diplomas when some are obtained dishonestly, and by lowering the grades of students working honestly." Examples include, but are not limited to, obtaining unauthorized information, tendering of information (sharing, giving, or selling work with/to another student), misrepresentation, bribery, and plagiarism. Academic misconduct statement:

http://catalog.iastate.edu/academic_conduct/#academicdishonestytext. *ISU definition of plagiarism*: "Plagiarism is making use of other people's ideas, words, creative works and expressions without giving credit or otherwise listing the source of the information. Plagiarism is stealing. Plagiarism is also misrepresentation and includes handing in someone else's work, ideas, or answers as your own. Regardless of whether it happens inadvertently through sloppy research or on purpose through unethical behavior, it is plagiarism just the same and the person plagiarizing will be held liable." ISU Libraries offers this excellent resource on avoiding plagiarism and best practices for paraphrasing and citations: <http://instr.iastate.libguides.com/content.php?pid=10314>.

Discrimination and Harassment:

ISU does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email: eooffice@iastate.edu.

Classroom Disruption:

Disruptive content is discouraged in class and may affect your final grade or result in other disciplinary action if it becomes a problem. Disruptive conduct includes a single serious incident or persistent conduct that unreasonably interrupts, impedes, obstructs, and/or interferes with the educational process. Disruptive conduct may be physical and/or expressive in nature and may occur in person or in a virtual setting. Examples of disruptive conduct may include, but are not limited to, the following: speaking without being recognized, interrupting, or talking over others; arrival to class late or leaving early without instructor permission; the use of technology, such as cell phones, computers, or other devices, without instructor permission, particularly in uses unrelated to course content; creation of loud or distracting noises either carelessly or with intent to disrupt; eating, sleeping, or carrying out other personal activities in class that are unrelated to course content without instructor permission; non-protected malicious or harassing or bullying speech or actions directed at instructors or students, such as personal insults, ad hominem attacks, name-calling, other abusive or ridiculing comments, or threats; gratuitous use of cursing/expletives or other speech that is not relevant to class discussion; refusal to comply with instructor's request for appropriate conduct.

Religious Accommodation

ISU welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructors will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professors at the earliest possible time. You or your instructor may also seek assistance from the Dean of Students Office at 515-294-1020 or the Office of Equal Opportunity at 515-294-7612.

COVID-19 Health and Safety Requirements

Students are responsible for abiding by the university's [COVID-19 health and safety expectations](#) at all times while on campus.

As this is an online course, students will not have contact with peers or instructors. Even so, it is important for students to recognize their responsibility in promoting the health and safety of the Iowa State University community, through actions both on- and off-campus. In all of your courses and community interactions, the faculty asks that you personally demonstrate a commitment to our [Cyclones Care campaign](#). Your dedication and contribution to the campaign will also protect your family, classmates, and friends, as well as their friends and families. Our best opportunity for a successful fall semester with in-person learning and extramural activities requires all of us to collaborate and fully participate in the Cyclones Care campaign.

Prep Week

This class follows the Iowa State University Prep Week policy as noted in section 10.6.4 of the [Faculty Handbook](#).

Contact Information for Academic Issues

If you are experiencing, or have experienced, a problem with any of the above issues, you can email academicissues@iastate.edu.

Recommended Readings:

The instructors have chosen to make the readings **optional** this fall. This encourages you to watch the recorded lectures, complete the required responses and final essay, and attend the virtual discussion sections as the primary means of learning and assessing this learning over the course of the semester.

While the readings are not required, students with an interest in a particular topic or who are enthusiastic for deeper understandings of the course material are encouraged to read. Prof. Gleeson and Prof. Zarecor are available during office hours to meet with students to discuss a particular reading or topic, you can sign up for a meeting in Canvas.

RECOMMENDED BOOKS:

David Schuyler. *The New Urban Landscape: The Redefinition of City Form in Nineteenth-Century America*. Baltimore: Johns Hopkins Univ. Press, 1988. (ISU Library or purchase on your own)

Sam Bass Warner and Andrew H. Whittemore, *American Urban Form: A Representative History*. Cambridge, MA: MIT Press, 2012. (available as a free e-book through the ISU Library, [American Urban Form: A Representative History](#))

****All other recommended readings will be posted on Canvas****

Module Schedule:

[MODULE 1]

In this module, you will join the instructors for a live first session on Tuesday, Aug. 18 at 12:40pm. This live session will be recorded and posted to Canvas for students who cannot attend. Information about the course structure and content will be discussed.

The module requirements are:

Watch 4 lectures.

Watch 1 film.

Attend synchronous discussion sections with your assigned group as scheduled.

Write 4 lecture/film responses (see Canvas for instructions).

Due date for completion: **Tuesday, Sept. 8 at 11:59PM**

Lecture 1.1: Early European-American Cities

SUGGESTED: Sam Bass Warner Jr., "The Environment of Private Opportunity" in *The Private City: Philadelphia in Three Periods of Its Growth*. Philadelphia: U of Penn. Press, 1987, pp. 2-22; Warner and Whittemore, 1-17.

Film 1: New York (Ric Burns, 1999), episode 1 (link in Canvas)

SUGGESTED: Schuyler, intro, ch.1, pp. 1-23. Warner and Whittemore, 20-29.

Lecture 1.2: The Country in the City

SUGGESTED: Schuyler, ch. 2-3, pp. 24-56. Warner and Whittemore, 32-44.

Lecture 1.3: Public Parks: A.J. Downing & F.L. Olmsted

SUGGESTED: Schuyler, ch. 4, pp. 59-100.

Lecture 1.4: Central Park and its Rivals

SUGGESTED: Schuyler, ch. 5, pp. 101-125. Warner and Whittemore, 49-61.

[MODULE 2]

The module requirements are:

Watch 5 lectures.

Watch 1 film.

Attend synchronous discussion sections with your assigned group as scheduled.

Write 4 lecture/film responses (see Canvas for instructions).

Due date for completion: **Thursday, Oct. 1 at 11:59PM**

Lecture 2.1: The Transportation Revolution

SUGGESTED: Schuyler, ch. 8, pp. 149-166.

Film 2: *Becoming American: The Chinese Experience*, (Thomas Lennon/Ruby Yang, 2003), episode 1: Gold Mountain Dreams (link in Canvas)

Lecture 2.2: Immigrants and Tenement Life

SUGGESTED: Gwendolyn Wright, "Americanization and Ethnicity in Urban Tenements" in *Building the Dream: A Social History of Housing in America*. Cambridge: MIT Press, 1983. pp. 114-134; Warner and Whittemore, 64-80.

Lecture 2.3: City Beautiful

SUGGESTED: Schuyler, ch. 10, pp. 180-195

Lecture 2.4: The Central Business District and Capitalism

SUGGESTED: Robert Fogelson, *Downtown: Its Rise and Fall*. New Haven: Yale Univ. Press, 2003. pp. 183-198; Warner and Whittemore, 85-98.

Lecture 2.5: A City of Skyscrapers (guest speaker, Thomas Leslie FAIA, ISU Dept. of ARCH)

SUGGESTED: Louis H. Sullivan, "The Tall Building Artistically Considered" in *Kindergarten Chats and Other Writings*. New York: Dover Publications, 1979. pp. 202-213.

[MODULE 3]

The module requirements are:

Watch 4 lectures.

Watch 1 film.

Attend synchronous discussion sections with your assigned group as scheduled.

Write 4 lecture/film responses (see Canvas for instructions).

Due date for completion: **Thursday, Oct. 22 at 11:59PM**

Film 3: The Great Migration and Changing Ethnic Demographics (short recorded introduction) + *The African Americans—Many Rivers to Cross*, Episode 4: Making a Way Out of No Way (1897-1940) (PBS, 2013) (link in Canvas) NOTE: response would include both the introduction and the film

Lecture 3.1: The Great Depression and the New Deal

SUGGESTED: Robert D. Leighninger Jr., "Cultural Infrastructure: The Legacy of New Deal Public Space," *Journal of Architectural Education*, Vol. 49, No. 4 (May 1996), pp. 226-236.

Lecture 3.2: The Housing Acts and Public Housing

SUGGESTED: Gwendolyn Wright, "Public Housing for the Worthy Poor" in *Building the Dream: A Social History of Housing in America*. Cambridge: MIT Press, 1983. pp. 220-239.

Lecture 3.3: Modernist Urbanism

SUGGESTED: Le Corbusier, "Guiding Principles of Town Planning" (1925); Frank Lloyd Wright, "Broadacre City: A New Community Plan" (1933) *Architectural Record*.

Lecture 3.4: Automobiles and the Changing Suburbs

SUGGESTED: Dolores Hayden, "Sitcom Suburbs," in *Building Suburbia: Green Fields and Urban Growth, 1820-2000*. New York: Pantheon Books, 2003. pp. 128-153. Warner and Whittemore, 102-114.

[MODULE 4]

The module requirements are:

Watch 4 lectures.

Watch 2 films.

Attend synchronous discussion sections with your assigned group as scheduled.

Write 4 lecture/film responses (see Canvas for instructions).

Due date for completion: **Thursday, Nov. 12 at 11:59PM**

Film 4A: *Eyes on the Prize*, Episode: Two Societies, 1965-1968 (Henry Hampton, 1987) (link in Canvas)

SUGGESTED: Peter B. Levy, "The Modern Civil Rights Movement: An Overview," in *The Civil Rights Movement*. Westport, CT: Greenwood Press, 1998. pp. 3-38.

Film 4B: TBA

Lecture 4.1: Urban Renewal: Detroit, Baltimore & Boston

SUGGESTED: Thomas Sugrue, *The Origins of the Urban Crisis*. Princeton: Princeton U. Press, 1996. pp. 230-258.

Lecture 4.2: The Rise of Shopping Malls

SUGGESTED: Victor Gruen, "Cityscape and Landscape," *Arts & Architecture* (1955) in *Architecture Culture 1943-1968*. Joan Ockman, ed. New York: Columbia University; Rizzoli, 1993; Joan Didion, "On the Mall," in *The White Album*. New York: Farrar, Strauss, and Giroux, 1979. pp.180-186; Jeffrey Hardwick, "Planning the New 'Suburbscape,'" in *Mall Maker: Victor Gruen, Architect of an American Dream*. Philadelphia: U. of Penn. Press, 2004. pp. 142-161.

Lecture 4.3: Urban Responses to Social Crisis

SUGGESTED: *Vital Little Plans: The Short Works of Jane Jacobs*. Samuel Zipp, ed. New York: Random House, 2016. Excerpts.

Lecture 4.4: Corporate Urbanism and Postmodernism

SUGGESTED: Warner and Whittemore, 118-133; Albert Pope, *Ladders*. New York: Princeton Architectural Press, 1996.

[MODULE 5]

The module requirements are:

Watch 2 lectures.

Attend synchronous discussion sections with your assigned group as scheduled.

Write final essay (see Canvas for instructions).

Due date for completion: **Wednesday, Nov. 25 at 12:00PM**

Lecture 5.1: Edge Cities & New Urbanism

SUGGESTED: Joel Garreau, "The Search for the Future Inside Ourselves" in *Edge City: Life on the New Frontier*. New York: Anchor Books, 1991. pp. 1-16; Selections from *Charter of New Urbanism*. New York: McGraw-Hill, 2000.

Lecture 5.2: Neoliberalism & the New Downtown (may be a synchronous session, TBA)

SUGGESTED: Warner and Whittemore, 136-153; David Harvey, *A Brief History of Neoliberalism*, Oxford: Oxford University Press, 2005, pp. 10-18 + 223-227. Available as a free e-book at ISU:

<http://ebookcentral.proquest.com/lib/iastate/detail.action?docID=422896>.

Final Essay: due for submission by 12pm on Nov. 25 (assignment information in Canvas)

Final Exam Week.

No final exam. Essay due by 12pm on Nov. 25 (assignment information in Canvas).

Note: The instructors reserve the right to make changes to this syllabus. Changes will be announced on Canvas and a revised syllabus posted.