**ARCH 7151: HISTORY OF URBAN FORM FALL SEMESTER 2017**

**School of Architecture – Georgia institute of Technology TH 3-5**

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Understanding cities, the largest and most complex artifacts in human history, is the core of urban design knowledge and is essential for the disciplines and practices of architecture, landscape architecture, and city and regional planning. The foundation of that knowledge – urban form and urban process - is also intertwined with other disciplines, including civil and environmental engineering, law, economics, geography, political science and many more. This course is taught from historical vantage points across the globe, recognizing that urban form is shaped by many influences - ecological, technological, cultural, political and economic.

Our framework for examining the form of cities, their histories and their present situations is morphological, that is, having to do with urban form and structure:

* How territory is organized into public and private domains – in some form of lots and blocks and streets - the most persistent part of urban form and the fundamental framework for urban sustainability as cities change over time.
* How the public domain - streets and public spaces and public buildings - are formed or designed for different purposes and as their situations change over time as settings for social, civic and political actions.
* How the private domains of buildings and gardens fit within larger cultural, technological and economic contexts and, with few exceptions, change more frequently than either the public domain or the form of lots and blocks and streets.
* This three-part urban structure sets the stage for the everyday lives of citizens and denizens enabling their accessibility and mobility, or not, enabling diversity, or not, and enabling resiliency with changes over time, or not.

There are four learning objectives for the course:

* An ability to analyze a city or urban district to identify the primary ingredients of urban form and their changes over time. This will be demonstrated in a semester project involving a longitudinal analysis of a city or urban district. This semester the project will be the Historic District of Savannah.
* An ability to identify significant urban projects, people and ideas that have informed buildings, landscapes, or urban design projects. This learning will be demonstrated with successful completion of the four short quizzes.
* An understanding of the many ways that political, cultural, technological and economic situations and policies have shaped and continue to shape urban form and process over time. This will be demonstrated with the weekly reading summaries.
* An understanding of urban sustainability and resilience with the ability to cite evidence from various cities and regions across the world. This will be demonstrated with successful completion of the final examination.

There are five requirements for the course.

* Attendance with a letter grade penalty for two or more unexcused absences.
* 40% - Completion of readings and reading summaries on weekly basis, submitted on TSquare
* 10% - Brief take home quizzes as a way to reinforce learning.
* 40% - A longitudinal urban analysis, which will vary according to their degree program and whether undergraduate or graduate students.
* 10% - A take home final examination.

Note: All readings will be available in TSquare, under the RESOURCE TAB, organized by lecture. Assignments are located under the ASSIGNMENTS TAB.

Conduct of the class. .

* Official class communication will be by email to standard GT email addresses via TSquare. Students are responsible for checking e-mail daily concerning any instructions, emergencies or other situations that may arise during the course of the semester.
* The course will use TSquare for announcements, syllabus, assignments, assigned readings, submission of reading summaries, quizzes, exam and the longitudinal analysis.
* The syllabus will change slightly over the course of the semester, as I find new readings or adjust schedules. Please be patient and keep abreast of announced changes and uploads to TSquare.
* Consultations may occur immediately after class in person or in Office 355. Questions by email will normally receive responses within 24 hours. Appointments by email request, outside of office hours, are welcome. All questions, comments and observations are welcome any time.

# Integrity and Conduct

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. All Georgia Tech students should familiarize themselves with and abide by the Georgia Tech Honor Code <http://www.catalog.gatech.edu/rules/18/>.

Student work that presents the ideas or words of others as the student’s own adversely impacts the whole school and may lead to immediate dismissal. Academic dishonesty, including cheating, plagiarism, commissioning academic work by others, or performing academic work on behalf of another student, is strictly prohibited. All persons in the classroom are expected to behave with courtesy towards others and in a way that does not interfere with the regular conduct of the class. Cell phones are to be turned off when students enter the classroom and should remain off for the duration of class: <http://www.catalog.gatech.edu/rules/19/>

Students with disabilities requiring special accommodations must obtain an accommodations letter from the ADAPTS Office to ensure appropriate arrangements.

http://disabilityservices.gatech.edu/content/79/applying-for-services

Professors with disabilities – me – need modest consideration. Although it seems that I am deaf as a post, I do have hearing aids, and I have an incredible ability to lip-read. If you have a question in class (questions are welcome at any time) you must raise your hand so I know where you are located. When I know where you are, I can hear/lip read, but please make your face visible to me. If you are in the back of the room, I may not be able to see your lips move, so I will have someone at the front repeat your question. If you have accented English, American or not, I may have difficulty understanding and will ask for assistance A little patience is helpful, and I have a very good sense of humor about all of this, so if I completely misunderstand you and give the right answer to a question that I thought you asked, instead of the one you actually asked, please laugh with me. And, by the way, my voice at times has a low volume. If you cannot hear, let me know!

Longitudinal urban analysis - Savannah.

This project will be taken on by the whole class to document specifically why Savannah is (probably) the most sustainable city in America. That is an unproven claim. But we will discover by researching Savannah and comparing to other cities.

**COA 6151/ARCH 4151: HISTORY OF URBAN FORM**

**INSTRUCTIONS FOR READING SUMMARIES**

**Note: The summaries will be 40% of the semester grade.**

The intention for the reading summaries is simple: to encourage you (strongly) to complete the assigned readings throughout the semester. **Reading summaries are only required for those highlighted in RED on the SYLLABUS.**

The readings that require summaries will be listed under the ASSIGNMENT TAB in TSquare with due dates and times for each reading. Normally the due date and time for submitting the summaries will be 7.00am on the day of the lecture.

Note that some assignments include additional readings only for M.ARCH, BS ARCH, and MCRP students. Most of these are very graphically focused or include material directly related to architecture/urban/planning design issues. Others may read these and will receive additional credit by doing so.

Each required reading must have a separate summary including two brief paragraphs. All readings must be uploaded together, not separately. However, the assignment will allow for multiple uploads before the deadline.

First paragraph: write a brief summary/overview of the article setting out the primary topic, primary argument, etc. Please be brief and precise. This can be done in three to five well done sentences. This demonstrates that you read the entire article and have a broad understanding of it.

Second paragraph: focus on a part of the article that particularly interested you or confused you or that you disagreed with. This demonstrates that you were thorough in your reading and took care perhaps to search the web for background or reference, etc. A half a dozen or so sentences should be sufficient, but the length might be a bit longer. But, please be concise.

No reading summaries are required for “Light Reading.” These are well-written essays to provide a sense of the places we are talking about. Most from from a recent book, *City Squares*. Background reading and reference reading might be valuable for you in the future or for the longitudinal analysis.

Grading will be as follows (Note grading will reflect whether students are graduate or undergraduate, architecture or other majors).

Reading summaries submitted on time and competently done – 5 points. Some very long readings will have 10 or

Reading summaries submitted on time but not complete or not fully demonstrating understanding the reading – 1 point deduction.

Reading summaries submitted late but within 24 hours - 1 point deduction.

Reading summaries submitted later than 24 hours – 2 point deduction. These can only be submitted during the reading make-up period at the end of the semester.

**NOTE: YOUR SUBMISSION IN TSQUARE MUST NOT BE AN ATTACHMENT. IT MUST BE WRITTEN INTO THE TSQUARE PAGE OR CUT-PASTE INTO THE PAGE . IF YOU ATTACH A FILE, IT WILL NOT BE READ AND MUST BE RESUBMITTED AND WILL BE CLASSIFIED AS A LATE SUBMISSION.**

**CAUTION: OCCASIONALLY, THE SUBMISSIONS WILL BE CHECKED FOR PLAGERISM, OR DUPLICATION OF SOMEONE ELSE’S PAPER. THE HONOR CODE APPLIES TO ALL WORK.**

**2017 FALL SCHEDULE**

**PART 1: INTRODUCTION**

**24-26 AUGUST Lecture 1: Introduction**

**Requirements and Conduct of the Course**

Light Reading:

Linklater, Andro (2002) “The Invention of Landed Property” in *Measuring America*, pp 1-6

**31-2 SEPT Lecture 2: - Urban Form and Urban Process**

**Definitions and a Framework for Sustainability**

Required Reading: 17 pages.

Kostof, Spiro (1991) “The City as Artifact,” in *The City Shaped*, pp 9-14

Scheer, Brenda Case (2001) “Anatomy of Sprawl” in *Places* 14(2), pp 28-37

**Lecture 3: Urban Type and Typology**

**Boundary, Street, Public Space, Monuments and Domestic Space**

Required Reading: 19 pages.

Boone and Madarres (2006) “Urban Morphology and the Shaping of an Urban Ideal,” pp 1-8 (Introduction and Inventing Cities)

Allen, Douglas (2009) “Memory and Place: Two Case Studies” *Places*, pp 56- 61

Wu, Hung (2005) “Introduction” in *Remaking Beijing: Tiananmen Square and the Creation of a Political Space*, pp 7-13

**7-9SEPT Lecture 4: Urban Infrastructure**

**The Framework for Cities, Sustainability and Urban Design**

Required Reading: 41 pages – don’t get buried in details; aim for the overall sense of the reading.

Gravel, Ryan (2016) “Catalytic Infrastructure” in *Where We Want to Live: Reclaiming Infrastructure for a New Generation of Cities*, pp 137-178.

**Lecture 6. Urban Form and Process**

**Understanding Atlanta**

Required Reading: 12 Pages.

Allen, Douglas C. (2015) “Learning from Atlanta”, in *Planning Atlanta*, pp 14-26.

**Take Home Quiz Part 1**

**PART 2: PREFACE TO THE MODERN CITY**

**14-16 SEPTEMBER Lecture 7: Ancient and Classical Europe**

**Cities of Blocks, Agora, Forum, Infrastructure and House Types**

Required Reading: 10 pages.

Boone and Madarres (2006) “Urban Morphology and the Shaping of an Urban Ideal,” pp 8-18 (Greek Cities and Urban Design and Roman Cities: Urban Planning and Management)

Light Reading:

Vitruvius, *The Ten Books on Architecture*.

(Note: The earliest thoughts on designing sustainable cities – really.)

Book I, Chapter IV – Site of a City, Chapter V – The City Walls, Chapter VI – The Directions of the Streets, and Chapter VII - The Sites for Public Buildings

Book II, Chapter 1 – The Origin of the Dwelling House

**Lecture 8: Ancient and Classical Middle East**

**Courtyard House, Cellular Form and Dendrite Cities**

Required Reading: 21 pages.

Saoud, Rabah (2002) “Introduction to the Islamic City*,”* pp 1-9.

El Shorbagy, Abdel-moniem (2010) “The traditional Islamic-Arab House: Vocabulary and Syntax,” pp 15-20

Light Reading:

Adjaye, David (2016) Djemaa el–Fnaa, Marrakech in *City Squares*, pp 83-89

Noujaim, Jehane (2016) Tahrir Square, Cairo: Lost and Found in the Square” in City Squares, pp 113-127

**21-23 SEPTEMBER Lecture 9: The Middle Kingdom and After**

**The Magic Square, Beijing, and Shanghai**

Required Reading: 21 pages.

Kotkin, Joel (2006) Cities of the Middle Kingdom in The City: A Global History pp 52-61

Chow, Renee (2015) “Behind the Walls: Beijing” in *Changing Chinese Cities*, pp 19-35

            Chow, Renee (2025) “Deep in the Field: Shanghai” in *Changing Chinese Cities,* pp 51-65

Light Reading:

Osnos, Evan (2016)“Tianenmen Square, Beijing: In Search of Heavenly Peace” in City Squares pp 151-163

Background:

Greco and Santoro (2008) “ History of the City” in *The New City: Beijing*, pp 31-54

Wu, Hung (1991) “Tiananmen Square: A Political History of Monuments” pp 84-117

**Lecture 10: Africa, Meso-America and Asia**

**Settlement, City and Colonial Overlays**

Light Reading:

Stengel, Richard (2016) Grand Parade, Cape Town: A Speech for the Ages” in *City Squares,* pp 215-225

Guillermoprieto, Alma (2016) “”Zocalo: Mexico City” in City Squares, pp 245-253

Stuart, Rory (2016) “Maidan-e-Pompa, Kabul: Resisting the Square, pp 23-33

**Take Home Quiz Part 2**

**SEPTEMBER 28 SAVANNAH RESEARCH - Reviews**

**OCTOBER 5-7 SAVANNAH RESEARCH - Reviews**

**PART 3: FOUNDATIONS OF THE MODERN CITY**

**Oct.12-14 Lecture 11: Public Space, Civic Space, Political Space**

Sienna and Florence (Berlin and Beijing)

Required Reading: 12 pages.

Boone and Madarres (2005) “Urban Morphology and the Shaping of an Urban Ideal,” pp 25-30 (Renaissance and Baroque Cities: Rationalism and Urban Design)

Harvey, Thomas (2007) “Sienna and Sustainability” #20 Terrain.org

(Note: Ignore the Spannochia sidebar text)

Reference:

Rowe, Peter (1999) “Introduction ()Sienna – Palazzo del Campo: in *Civic Realism* (Chapter I on Sienna is the best available writing on the Piazza del Campo).

**Lecture 12: The Street of Monuments and The Monumental Street**

**Pope Sixtus V and Birth of the Grand Manner**

Required Reading: None

Reference:

Kostof, Spiro (1991) “The Grand Manner” in *The City Shaped*, pp 209-275.

**Lecture 13: The Enlightenment - City and Landscape**

**Paris, Bath, Edinburgh**

Required Reading: 10 pages.

Steenbergen and Reh (2011) “Regent’s Park, London 1811,” in *Metropolitan Landscape Architecture*, (The urban transformation of country life - Bath)

pp 114-115 only.

Steenbergen and Reh (2011) “Jardin Des Tuileries,” in *Metropolitan Landscape Architecture*, pp 64-103

**Take Home Quiz Part 3**

**PART 4: BUILDING THE MODERN CITY**

**October 19-21 Lecture 14: Colonial America**

**Imprints and Traces of the Spanish, French, and English**

Required Reading: 43 pages, with a lot of illustrations, so not so difficult.

Reps, John (1965) “The Spanish Towns of Colonial America” in *The Making of Urban America*, pp 26-38 only. (Particular attention to San Antonio)

Reps, John (1965) “The Towns of New France” in *The Making of Urban America,* pp 56 and 81-87 only.

Reps, John (1965) “Town Planning in the Tidewater Colonies” in *The Making of Urban America,* pp 88 and 103-114 only. (Particular attention to Francis Nicholson)

Reps, John (1965) “New Towns in New England” in *The Making of Urban America,* (Village and Town – New England Land Pattern, pp 119-124

**Lecture 16: Two Colonial America Cities**

**Philadelphia and Savannah**

Required Reading: 25 pages.

Reps, John (1985) *New Amsterdam, Philadelphia and the Towns of the Middle Colonies*, pp. 157-174 (Philadelphia only)

Reps, John (1965) *Colonial Towns of Carolina and Georgia*, pp 195-203 (Savannah only)

Background:

Wilson, Thomas (2012) “The Plan for an Ideal City” in *The Oglethorpe Plan*, pp 63-100

Anderson, Stanford (1993) “Savannah and the Issue of Precedent – City Plan as Resource” in *Settlements in the Americas – Cross Cultural Perspectives*, pp 110-139.

Reference:

Wilson, Thomas (2012) *The Oglethorpe Plan*

**OCTOBER 26-28 Lecture 15: Inventing the Bourgeois City**

**17th and 18th Century Paris and London**

Required Reading: 31 pages

Sennett, Richard (1975) “The Audience: A Gathering of Strangers,” in *The Fall of Public Man*, pp 47-63

Rassmussen, Steen Eiler (1934) *London, the Unique City, pp 165-201*

Light Reading:

Gopnik, Adam (2016) “Place des Voges, Paris: A Private Place” in *City Squares*, pp 39-49

Roberts, Andrew (2016) “Residential Squares, London: Spendor and Squalor” in *City Squares* pp 229-239.

Background:

Paris in the 17th Century, Wikipedia

Paris in the 18th Century, Wikipedia

Reference:

De Jean, Joan (2014) *How Paris Became Paris: The Invention of the Modern City*.

Rasumssen, Steen Eiler (1934) London, the Unique City

**Lecture 18: Building the Bourgeois City**

**19th Century Paris and London**

Required Reading: 43 pages, with many illustrations.

Sennett, Richard, (1975) The Impact of Industrial Capitalism on Public Life in The Fall of Public Man, pp 130-149

“Haussmann’s Renovation of Paris” *in Wikipedia,* pp 1-24

Steenbergen and Reh (2011) “Regent’s Park, London 1811,” in *Metropolitan Landscape Architecture*, pp 105-143

Background:

Pannerai, et al ( 1975) “Haussmann’s Paris: 1853-82” in *Urban Forms* pp 1-29

**NOVEMBER 2-4 Lecture 17: Urbanizing America**

**The National Survey, Washington D.C. and Manhattan**

Required Reading: 30 pages.

Linklater, Andro (2002) “The Invention of Landed Property” in *Measuring America*, pp 1-6

Berg, Scott W. “A Plan Wholly New” in *Grand Avenues: The Story of the French Visionary Who Designed Washington, DC.* , pp 101-115

Ballon, Hilary (2012) “Introduction” in *The Greatest Grid*, pp 13-15

Steenbergen and Reh (2011) “The Growth of the Urban Grid,” in “Central Park, New York in *Metropolitan Landscape Architecture*, pp 196-200 and 208-209 only.

Light Reading:

Linklater, Andro (2002) “The Shape of Cities” in *Measuring America* pp 176-187

Wikipedia, *The Public Land Survey System*

**Lecture 20: Building the Bourgeois City in America**

**The Cemetery and the Public Park**

Required Reading: 22 pages.

Reps, John (1965) “Cemeteries, Parks and Suburbs,” pp 325-348

Steenbergen and Reh (2011) “Central Park, New York 1857,” in *Metropolitan Landscape Architecture*, pp 64-103

Background:

Olmsted, F.L. “Public Parks and the Enlargement of Towns” pp 314-320

**November 9-11 Lecture 19: The City of the Dreadful Night and Reforms**

**The City Beautiful, Garden City and the Radical City of CIAM**

Required Reading: 30 pages of text.

Relph, Edward (1992) “The Invention of Modern Town Planning, 1890- 1940” in *The Modern Urban Landscape*, pp 49-75

Background:

Warner, Sam Bass (2012) “The City Overwhelmed 1860” in *American Urban Form,* pp 48-61

Warner, Sam Bass (2012 “The City Restructured 1895” in American Urban Form, pp 64-80

Howard, Ebenezer (1898) “Introduction and the Town-Country Magnet in *Garden Cities for Tomorrow.*

Reps, John (1965) “Chicago Fair and Capital City” in *The Making of Urban America*, pp 497-524

Le Corbusier (1929) “A Contemporary City” in *The City of Tomorrow and Its Planning*. pp 336-343

**Lecture 21: Building the Bourgeois City in America**

**The Anglo-American Suburb**

Required Reading: 16 pages.

Fishman, Robert (1989) “Introduction”in *Bourgeois Utopias,* pp 3-17

Light Reading:

Federal Housing Administration (1938) *Planning Profitable Neighborhood*

Resource:

Fishman, Robert (1989) “The Suburb and the Industrial City” in *Bourgeois Utopias*, pp 73-95

Unwin, Raymond ( 909) *Town Planning in Practice*

**Take Home Quiz Part 4**

**PART 4: CHALLENGES TO CONTEMPORARY CITIES**

**NOVEMBER 16-18 Lecture 22: Inventing the Automobile City**

**Radburn, Futurama, Robert Moses and the Green Book**

Required Reading: 21 pages.

Warner, Sam Bass (2012) “Toward a New Economy and a New Urban Form” in *American Urban Form*, pp 85-98

Stein, Clarence (1957) “The Radburn Idea” pp 1-8

Background:

**Stein, Clarence (1957*) ‘*Radburn – A Town for the Motor Age’ in *Garden Cities for America,* 27-73.**

**Lecture 23: Zoning America**

**The 1916 NYC Zoning Resolution, the Euclid Decision, SZEA and SCPEA**

Required Reading: 32 pages.

Jacobs, Harvey (2005) “Claiming the Site” in *Site Matters*, pp19-37.

Reference:

City of New York Board of Estimate and Apportionment (1916) Building Zone Resolution.

U.S. Department of Commerce (1926) Standard Zoning Enabling Act.

U.S. Department of Commerce (1928) Standard Planning Enabling Act.

**Lecture 23: Un-Building the American City**

**The Wagner Act, the Housing Act of 1949 and Urban Renewal**

Required Reading: 14 pages.

Warner, Sam Bass (2012) The Federally Supported City 1950, in American Urban Form, pp 84-98

Resource:

Weiss, Marc (2013) “The Origin and Legacy of Urban Renewal” in Mitchell, Paul, *Federal Housing Programs, Past and Present*, pp25-49

**COA 6151-ARCH 4151: HISTORY OF URBAN FORM FALL SEMESTER 2016**

**School of Architecture – Georgia institute of Technology T.TH 12.05-1.15 Room 100 Scheller College**

**Longitudinal Project Assignment**

A longitudinal project is a study that involves multiple observations of the same variables over long periods of time. For our urban longitudinal project, our focus is on entire cities, urban districts, or specific places and how they have changed over time in two ways: the physical form itself and the reasons for the change.

For a city study, someone might take Manhattan Island and trace its changes over time, from its pre-European natural setting, through the settlement of New Amsterdam, to the early expansion plans, to the Commissioners Plan of 1811, to alterations to the Commissioners Plan (Broadway, Central Park, the UN Headquarters, etc) including landfills (World Trade Center site and the later 9.11 Memorial to the Highline and more. Another might be Rome, from Sixtus V to the present. Or Berlin from the medieval era, its enlightenment expansion, WWII, the Wall to the present. Or Beijing from its origin to the present, or…..

For a district study, someone might take Tiananmen in Bejing from its origin through the Revolution and its relationships to the rest of the city up to the present. Or the Ponce de Leon Street in Atlanta from Peachtree to Moreland and on to Druid Hills as it changed from a street car through open territory to street to a major arterial and crossing of the Beltline and Ponce City Market. Or the Marais in Paris – the area around the Place des Voges – trace its changes from the 15th century to the present, including the Bastille, Haussmann and more, or…..

For a place study, someone might take Piedmont Park and trace its history from the driving club to the Cotton States Exposition to Lincoln Park to the present. Or someone might take something as simple as the Old Fourth Ward Park and trace its history from rural Atlanta in the Clear Creek watershed to the era as an amusement park to the railroad and industrial uses to loft conversions to the present stormwater park and the beltline. Or, the Farmers Market in Los Angeles, or People’s Park in Shanghai, or ….

For those who are studying architecture or city planning, either graduate or undergraduate students, the longitudinal study will be understood as an analysis, meaning that the evidence, in many forms, will be collected, organized in a precise way to tell the story of the city, district or place, graphically presented with fully developed texts. It will be produced as a powerpoint for a short five minute presentation in class during the second half of the semester. Several of these will be selected for presentation or to place on-line. The grade will be based on the breadth and especially depth of the analysis, the graphic analysis (not just reproductions), and the textual story of the city, district or place. Precision, very clear communication and visual appeal will be rewarded. The readings from the Steenbergen book are good examples for starting points. (It would be a good idea to check on-iine to see if someone else has done your project. If so, pick another.) It is important for you to consider urban sustainability in your study and now the city, district or place is or is not sustainable according to what criteria – ecological, environmental, social, cultural, economic and so on, pointing out where fundamental flaws or anticipations occurred.

For those who are NOT studying architecture or city planning, either graduate or undergraduate students, the longitudinal study will be understood as a description, rather than analysis. The aim will be to collect information from on-line, books, journals, local sources, etc., and assemble a timeline essay, with graphics from various sources and descriptive texts. The length will be variable based on the selected city or district or place, but it must be a complete historical description and composed carefully into a readable and visually appealing document, suitable for placing on-line. There are many examples of such text and graphic presentation on line. Choose a format carefully. You might develop it in a Wikipedia format. (It would be a good idea to check on-iine to see if someone else has done your project. If so, pick another.) It is important for you to consider urban sustainability in your study and now the city, district or place is or is not sustainable according to what criteria – ecological, environmental, social, cultural, economic and so on, pointing out key instances that were or were not sustainable.

A good way to identify a project will be to think about places you know, where you grew up, or place you are curious about. I can help with suggestions. But it is critical that a lot of information is available on-line, in books, in journals, or that and that you have direct access.