

Clemson University
School of Architecture
Clemson Architecture Center in Charleston
Spring 2014

REVISIONS: 1.0

SYLLABUS

0.1 Architectural History of Place ARCH 4710; Directed Studies LARCH 4900

0.2 Curriculum Requirement:

ARCH 4710 Three Credits: Meets Requirements of Undergraduate Study

LARCH 4900 Three Credits: Meets Requirements of Undergraduate Study

0.3 Course Meets 2:00 to 3:30 Tues/Thurs

0.4 Spring 2014 Semester

0.5 Lecturer: Jacob Lindsey / Email: jacob@jacoblindsey.com

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Director: Ray Huff / Email: rhuff@huffgooden.com

Professor Huff's Telephone Information

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0.6 Office Hours: By appointment only

0.7 Office Location:

125 King St. Suite C.

Charleston. South Carolina 29401

1. Course Description

1.1 COURSE DESCRIPTION

The seminar is an investigation of Western urbanism and city forms, informed by lecture, theory and first-hand observation.

ARCH 4710 Architectural History of Place 3

(3) Survey of urban design and architectural history using examples viewed in a particular locale. Emphasizes an overview survey of design movements identifying specific design elements and understanding how they are used in shaping place. Course is offered only during the summer at study abroad locations. Preq: ARCH 1010. Coreq: ARCH 4720 and DSGN 3700.

LARCH 4900 Directed Studies and Projects in Landscape Architecture 1-5

(1-5) Comprehensive studies and/or research of special topics not covered in other landscape architecture courses. May be repeated for a maximum of ten credits. Preq: Consent of instructor.

2. Goals and Objectives For The Course

2.1 GOALS

2.1.1. To develop in each student :

1. An appreciation of urban form in Western societies;
2. An understanding of the primary elements of urbanism and the resulting formal configurations common to cities; and
3. Discernment of the qualitative effects of urban form.

2.2. OBJECTIVES.

2.2.1. Class objectives are:

1. To elucidate urban morphologies through research-based writing and graphic analysis;
2. To participate in a dialogue on urbanism informed by critical understanding of major theoretical works;
3. To articulate original, supported ideological arguments on matters of urbanism.

3. Semester Topical Outline

3.1 FRAMEWORK

The class will be divided into three segments, each building upon previous content. Each segment will contain least one major graded project, and shall be in this order:

1. Orientation: Elements of Urbanism
2. Survey: History of Urban Form
3. Theory: Polemical Works

3.2 TOPICAL OUTLINE

3.2.1 Segment I : Orientation : Elements of Urbanism

As an orientation to the study of cities, students will observe the physical elements of urbanism organized by scale. Course material will be delivered primarily from lecture and supplementary readings, coupled with field observation from Charleston.

3.2.1.1 Project A : Urban Analysis

Students will assess urban elements and their composition using Charleston as a place of study. Undergraduate product: 3 Street section analyses.

3.2.1.2 Project B : Transect Analysis

The Transect presents a method of understanding urban structure. By analyzing an existing settlement through this technique, a deeper understanding of urban form is revealed. Undergraduate product: Analysis and presentation of assigned area.

3.2.2 Segment II : Survey : History of Urban Form

In this segment, the class will critically examine selected works of Western urbanism which have directly contributed to the evolution of American urban form. Course content will be delivered by readings and lecture.

3.2.2.1 Project C : Research Paper

Compose a research paper on a major determinant of urban form in a chosen city. The subject may be a designed element or pre-existing feature of geography, ecology or culture.
Undergraduate product: 10 page research paper, 4 references minimum.

3.2.3 Segment III : Theory : 20th Century Polemical Works

In the final segment, we will evaluate a selection of influential polemic texts from the 20th century that have shaped our understanding of urbanism.

3.2.3.1 Project D : Theoretical Evaluation

Students will participate in a juried debate, defending a unique position on the works of major theorists of urbanism.

Undergraduate product: 10 minute presentation and debate

3.2.3.2 Final Exam

Final essay, probing the student's overall conception of urbanism.

3.2.4 Segment IV : Public Engagement

3.2.4.1 Public Event Attendance

Students will attend two public events during the course of the semester: The Board of Architectural Review and Second Sunday. Attendance at these events is required and will be factored into the participation grade. Variable dates for these events will be posted to the class calendar and announced in class.

3.3 TOPICAL OUTLINE

The graded components of the undergraduate class will be weighted as follows:

COMPONENT	PERCENT OF COURSE GRADE
Project A	15%
Project B	15%
Project C	25%
Project D	20%
Final Essay	15%
Subtotal	90%
Participation & Documentation	10%
Total	100%

4. Prerequisites

ARCH 101 or equivalent.

5. Required Textbooks And Other Readings

A list of required texts and supplementary readings appears below. Some selected materials will be provided as handouts, and all course materials are on reserve at the CACC library. For a detailed list of reading dates, see the attached schedule.

5.1 REQUIRED TEXTS

Bacon, Edmund N. *Design of Cities: Revised Edition*. Penguin Publishers, 1976.

5.2 SUPPLEMENTARY TEXTS

Alexander, Christopher. *A Pattern Language*. Oxford University Press, London. 1977.

Braunfels, Wolfgang. *Urban Design in Western Europe*. The University of Chicago Press, Chicago. 1988.

Duany, Andres; Plater-Zyberk, Elizabeth; and Speck, Jeff, *Suburban Nation, 1st Ed*. North Point Press, New York. 2001.

Kostof, Spiro. *The City Shaped*. Thames and Hudson Ltd, London. 1991.

Nolen, John. *New Towns for Old, ASLA centennial reprint series*. University of Massachusetts Press, Amherst, MA. 2005.

Reps, John. *The Making of Urban America*. Princeton University Press, Princeton, NJ. 1992.

Sennett, Richard. *The Conscience of the Eye.*, W.W. Norton and Company, Inc, New York. 1990.

5.3 COURSE RESERVE TEXTS

Koetter, Fred and Rowe, Colin. *Collage City*. MIT Press, 1992.

Alexander, Christopher. *A New Theory of Urban Design, 1st Ed*. Oxford University Press, 2001.

Congress for the New Urbanism. *Charter of the New Urbanism, 1st Ed*. McGraw Hill Professional, 1999.

Jacobs, Jane. *The Death and Life of Great American Cities*. Vintage, 1992.

McHarg, Ian. *Design with Nature, 25th Anniversary Ed*. Wiley, 1995.

Mostafavi, Moshen, Ed. *Ecological Urbanism, 1st Ed*. Lars Muller Publishers, 2010.

6. Semester Schedule of Reviews, Tests And Final Examination

6.1 SUMMARIZED SCHEDULE

(A detailed class schedule and graphic are attached.)

1/30	Project A (Analysis I) Due
2/13	Project B (Analysis II) Due
3/20	Project C (Research) Due
4/15	Project D (Polemics) Due
TBA	Final Exam Period

7. Assessment of Student Performance: Policy And Scale

7.1 EXPECTATIONS

This course will be conducted as an exploration of urbanism. Students are expected to engage in rigorous study with a demanding reading schedule upon which the course is structured. In addition to independent research required for graded projects, students must be prepared to discuss regularly assigned readings from multiple texts. The intent of this course is not to absorb large amounts of rote information, but to develop qualities of analytical thinking necessary for critical evaluation of urbanism.

To this end, language is important. “Archispeak,” made-up words or convoluted sentence structure will decrease the quality and grade of your papers and presentations.

7.2 CRITERIA FOR EVALUATION

Students will be evaluated according to three criteria, each in proportion to their relative importance for each exercise. If other criteria are appropriate, students will be notified when the project brief is distributed:

7.2.1 CLARITY & INSIGHT

The degree to which the presentation is coherent and intelligible, displaying an accurate and deep understanding of the subject matter.

7.2.2 COGENCY

The degree to which the project presents logical, convincing and compelling arguments.

7.2.3 RIGOR

The degree to which the project is thorough, exhaustive and accurate.

7.4 DOCUMENTATION

Documentation of one’s work is a critical aspect of being a professional and building a career. In many ways, the documentation is the culmination of the design process and the final manifestation of the work itself. It is, ultimately, the only thing that survives. All work produced at the CAC.C by the students is rightfully the property of Clemson University and will be kept or returned to students at the professor’s discretion. **Requirements for documentation are outlined in the CACC-Student Handbook.**

7.5 GRADING

The purpose the grading is to measure student accomplishment against the purpose and requirements of the course. Evaluations will be distributed at intervals during the semester and will indicate performance according to the stated criteria of evaluation. Students are expected to use this system to monitor and adjust their performance and to seek additional support from the professor, as appropriate.

7.5.1. Effort vs. Product

Evaluations will be based primarily on student’s work, rather than effort expended. Students are expected to acquire knowledge and skill, not merely endeavor to do so. Furthermore, each student will be measured against a common standard, meaning that students entering the course with lesser skill or knowledge may have to work harder to achieve the same grades as their more accomplished colleagues. Since grades will not be internally regulated by a performance standard (e.g., a bell-curve grade distribution), there is no pre-determined grade pattern for the course: there may, for example, be no A’s—or all A’s.

7.5.2. Grading Scale

Grades will be defined as follows:

- A (90 - 100) Excellence in most areas of evaluation, high competence in others
- B (80 - 89) High Competence in most areas of evaluation, competence in others
- C (70 - 79) Fulfilled all course requirements with competence. (Competence: the answering of all requirements; adequate fitness, ability, capacity; sufficient for the purpose.)

Undergraduate Only:

- D (60 - 69) Less than competent work in one or more areas of evaluation. One or more requirements lacking and/or sub-standard quality.
- F (Below 60) Substantially incomplete work and/or work of an unsatisfactory quality.

Graduate and Undergraduate:

- INCOMPLETE Work left incomplete at the end of the semester due to circumstances beyond the student's control. See University requirements regarding incomplete grades.

7.5.3 Late Work

Late work will be one or more grades lower than similar work completed on time at the discretion of the studio professor, depending on the degree of lateness in the absence of an approved excuse. Generally, late work will lose one letter grade per unexcused day of lateness. Often, punctual but incomplete work is less damaging than late work.

7.5.4 Assignment Weighing

Grades for this course will be proportionally weighted across the term in accordance with the grade component chart in 2.5.1. Consequently, it is beneficial to get off to a good start and to work consistently throughout the course. *(The system rewards hard and consistent work and discourages procrastination. It is not possible to ruin, or save, one's course grade on any single project. The grade will reflect a whole semester's work.)*

7.5.5 Breakthrough Factor

By stating the grading criteria, by delineating the weight accorded to each criterion, and by making regular evaluations available to the student, the professor endeavors to make the evaluation process as open and objective as possible. However an additional "breakthrough factor" may be applied to the final grade, the purpose of which is to reward students who demonstrate remarkable improvement in their work over the course of the term, which would not otherwise be recognized by this system. The breakthrough factor is awarded at the discretion of the professor, allowing a half-letter grade modification, and is thus weighted at 10% of the final grade. It is typically awarded to only a small percentage of the participants and is effective in changing a grade only in borderline situations.

7.5.6 Grading Systems Adjustments

The purpose of articulating a detailed evaluation process is to make grading as objective as possible; thus to empower students to understand and earn the grades to which they aspire. It is not the intention

of such a system to be used against learning or fairness. Consequently, the professor reserves the right to make adjustments to the stated course structure to account for circumstances that were unforeseen when the course was designed. It may, for example, be advantageous to add or alter assignments or their criteria, or to modify criteria or project-weights, if it becomes evident that it is in the best interest of learning and fairness to do so. Such changes will appear on the gradesheet. Students will notify the professor within one week if such changes engender a hardship, after which time it will be agreed that students are in accord with the change.

7.5.7 Gradesheets

Grades will be calculated in a gradesheet that shows the assignments, their respective weight, the criteria of evaluation, their respective weight, and each student's performance. These will be periodically available to students. Students who may not understand the gradesheet, or who take issue with the grades as posted, should consult with the professor within one week of the respective posting, after which time it is agreed that students are in accord with the professor's evaluation.

Student evaluation in the creative arts is by definition subjective. The critic has established a general indication of the expectations of the studio. The responsibility of the critic is to inform the student of his/her progress during the course of study.

MID-TERM ASSESSMENT: The critic will meet with students privately to review their work and assess the performance of the student for the first half of the semester. It is an opportunity not only for the critic to report his evaluation of the student but for the student to discuss their performance, the effectiveness and the studio and the effectiveness of the critic. This is an opportunity for open and confidential dialogue about the student and student/critic relationship.

7.6 LEARNING CULTURE

The School of Architecture has established a document that outlines the expectations of a learning environment and culture for courses of study at the School and off-campus locations. You are encouraged to review the policy at the link:

<http://www.clemson.edu/caah/architecture/about/policies-and-practices.html>

8. Materials and Supplies Required For Class

In general, the materials required for the class include those typically required of any design studio and include, but not limited to: drawing equipment, tracing paper, sketch book, magic markers, colored pencils, and drawing pens/pens. Each student is provided a computer with Internet access, desk, and chair. Available for student use are desktop computers, printers, plotters, scanners, laser cutter, foam cutters, model building tools, large screen flat panel display, LCD projector, laptop computer, digital camera, digital video camera, and a complete wood shop equipped with metalwork tools.

9. Attendance Policy

9.1 GENERAL

College work proceeds at such a pace that regular attendance is necessary for each student to obtain maximum benefits for instruction. Regular and punctual attendance at all class and laboratory sessions is a student obligation, and each student is responsible for all the work, including tests and written work, in all class and laboratory sessions. No right or privilege exists that permits a students to be absent from any given number of class or laboratory sessions except as stated in the syllabus for each course. At the same, it is obvious that at times students have valid reasons for missing classes. The instructors are expected to be reasonable in the demands they place on students.

If a student fails to complete/submit a required class assignment/project due to a documented excused absence, the professor will determine a date and time when the assignment/project will be submitted and/or presented. There will be no penalty for such delay upon satisfactory review of the documented excuse. In the event of an unexcused absence on the date an assignment/project is due, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point assuming the work is eventually completed. If a student is unable to complete an assignment/project to an acceptable level of completion (determined solely by the professor) at the time and date required, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point.

9.2 PROFESSOR'S AVAILABILITY

The lecturer holds a part-time position with the University. All meetings should be individually scheduled and will be conducted at the professor's office, located at 125 King St., Suite C, or at the CACC immediately before or after class. The best way to contact me is by email, jacob@jacobblindsey.com. For urgent requests, I may also be contacted directly on my cell at (843) 302-2622.

9.3 LATE PROFESSOR POLICY AND PROFESSOR ATTENDANCE

Students are expected to be in studio during all sessions, unless they have notified the professor in advance and received approval to miss all or part of the studio. Given the obligations of the studio critic, it is likely he will have to miss some of the sessions, in which case students should continue with the studio work themselves. Given the nature of a studio setting, students are not permitted to leave studio for the sole reason the critic is not in attendance.

In the event that the professor is absent from a session at which student work is due, students should proceed with the previously assigned work. All work due on the day of the professor's absence may be turned in at the next class meeting, along with the assignments for that day, without grade penalty.

If the professor knows in advance that he will be late or absent, he will contact the studio and notify a representative student of the situation and request that notification be made to all students in attendance.

10. Accommodations for Students with Disabilities

Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, G-23 Redfern Health Center, 656-6848. Details on policies and procedures are available at www.clemson.edu/asc.

11. University Academic Calendar and Policies

Students should consult the CACC Master Academic Calendar for additional relevant dates and deadlines.

12. Academic Integrity

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity."

Please refer to the graduate academic integrity policy at: <http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integritypolicy>
<http://www.grad.clemson.edu/academicintegrity>

Each graduate student should read this policy annually to be apprised of this critical information.

COURSE OUTLINE

Week	Date	Class
1	1.9	Introduction
2	1.14	Elements of Urbanism : Parcel, Building and Block
	1.16	Walk: Building and Block Typology
3	1.21	Elements of Urbanism : Streets Readings due: <i>Life Between Buildings</i> , pp. 129-182. Project A Issued
	1.23	Elements of Urbanism : Streets 2 Readings due: <i>Architecture of the Roman Empire</i> . Urban Armatures <i>A Pattern Language</i> . Patterns 121, 164, 165
4	1.28	Elements of Urbanism : Public Spaces Readings due: <i>A Pattern Language</i> . Patterns 60, 61, 106, 123, 124, 173 <i>Life Between Buildings</i> . pp. 63-72
	1.30	Presentations: Project A Project A Due
5	2.4	Elements of Urbanism : Neighborhood, District & Boundary Project B Issued Project C Issued
	2.6	Elements of Urbanism : Town, City and Region Readings due: A New Theory of Urbanism, Scientific American. http://www.placemakers.com/library/Transect_Scientific_American.pdf
6	2.11	History : Antiquity Reading due: <i>Design of Cities</i> . pp. 13-31, 64-81 Project D Issued
	2.13	Presentations: Project B Project B Due
7	2.18	History : Medieval Cities Reading due: <i>Design of Cities</i> . pp. 100-103

Urban Design in Western Europe. Introduction, pp.1-11;
Siena, pp.61-66; Venice & Amsterdam Contrasted, pp.
80-82; Venice, pp.83-94; Amsterdam, pp. 102-104

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|------|---|
| 2.20 | History : Renaissance Urbanism
Readings due:
<i>Design of Cities</i> , pp. 106-127
<i>Urban Design in Western Europe</i> , pp. 148-161. |
| 8 | 2.25 History : Baroque Urbanism
Readings due:
<i>The City Shaped</i> . pp. 209-277.
<i>Design of Cities</i> . pp.131-161, 171-195 |
| | 2.27 Discussion and Outline Review
Project C Outline Due |
| 9 | 3.4 Spring Break NO CLASS |
| 10 | 3.11 History : Early America
<i>The Making of Urban America</i> , pp. 183-202
<i>The Conscience of the Eye</i> , The Grid, pp. 46-62. |
| | 3.13 Savannah Field Trip
Readings due:
<i>The Making of Urban America</i> , pp. 183-202
<i>Design of Cities</i> , pp. 216-221 |
| 11 | 3.18 History : City Planning and Landscape Architecture
Readings due:
<i>New Towns for Old</i> . Preface, pp. vii-xiv., Mariemont, pp. 111-157 |
| | 3.20 Student Presentations
Project C Due |
| 12 | 3.25 History : Modernist Urbanism
Reading due:
<i>Design of Cities</i> , pp. 228-241 |
| | 3.27 History : Post-War America
Readings due:
<i>Suburban Nation</i> . pp. 1-57, 85-114 |
| 13 | 4.1 History: Reactions |
| | 4.3 Field Trip: l'On |
| 14 | 4.8 Lecture: Present and Future Conditions |

	4.10	Lecture: Practices in Urbanism
15	4.15	Project D Presentations
	4.17	Project D Presentations
16	4.22	Project D Presentations
	TBA	Final

Spring 2014 Academic Schedule:

	T	R
WEEK 1		Introduction
Jan 9, 2014		
WEEK 2		Walk / Site Observation
Jan 14, 2014		
WEEK 3		
Jan 21, 2014		
WEEK 4		Project A Due
Jan 28, 2014		
WEEK 5		
Feb 4, 2014		
WEEK 6		Project B Due
Feb 11, 2014		
WEEK 7		
Feb 18, 2014		
WEEK 8		Project C Outline Due
Feb 25, 2014		
WEEK 9	SPRING BREAK	
Mar 4, 2014		
WEEK 10		Savannah Field Trip
Mar 11, 2014		
WEEK 11		Project C Due
Mar 18, 2014		
WEEK 12		
Mar 25, 2014		
WEEK 13		Field Trip: I'On
Apr 1, 2014		
WEEK 14		
Apr 8, 2014		
WEEK 15	Project D Due	Project D Due
Apr 15, 2014		
WEEK 16	Project D Due	
Apr 22, 2014		