

**ARC 471s/571s URBAN DESIGN: HISTORY & THEORY, fall term 2012** School of Architecture CALA

**COURSE DATA:** *[joint Undergraduate/Graduate lecture Tuesdays 5:00-7:30 pm, Architecture Rm. 103;*

*Graduate seminar, Wednesdays, 5:00-5:50 pm, Arch. Rm. 200 Dinsmore Conference Rm.]*

1.1. FACULTY:

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1.2. CRITERIA:

1.2.1. PREREQUISITES: Open to 4<sup>th</sup>-year architecture students and architecture graduate students.

1.2.2. CO-REQUISITES: Not applicable.

1.2.3. FULFILLMENT: This course satisfies history/theory stream requirement.

1.2.4. ENROLLMENT: Limited to 90 students.

1.3. WEB + D2L

Course website address; digital information

**2.0 COURSE CONTENT:**

2.1. DESCRIPTION - Beginning with an overview of cities from antiquity, this course will examine the evolution of towns and cities from the Middle East, Europe and the Americas, from Medieval times to the Enlightenment, through the industrial revolution into the 21<sup>st</sup> century. It will consider the role of cities in civilization and culture, and the transition from rural-agrarian society to urban-industrial society, with perspectives from urban sociology and urban geography. Building upon this historical foundation, modern city planning and urban design – two related yet distinct fields – will be considered in perspective. We will review “urban futures of the past” – from the “Garden Cities” movement to “Urban Renewal”, from “New Urbanism” to today’s transit-oriented ecological city planning and design. The role of architecture in the creation of urban form will be explored. Case studies from the Middle East, Europe, the US, Latin America and Asia will illustrate how we may shape the cities of the future, building by building, into humane environments that are both energy-efficient and desirable places to live.

2.2. OBJECTIVES AND OUTCOMES - After taking this course, students should be able to:

1. Understand the political, historical, environmental and social issues associated with urban, suburban and rural development, in regard to land use, density and transportation.
2. Be knowledgeable of, and conversant in, the major themes, theories and mechanisms of urban design and city planning through history (primarily in the Western Tradition, but with reference to current Asian developments); understand Urban Design vs. City Planning.
3. Recognize the importance of urban form and the role that individual buildings play in shaping the city as a whole, in terms of quality of life, energy efficiency and sustainability.
4. Understand the principles of urban design and be able to apply them in the design of urban districts, as well as as individual buildings and sites.

### 2.3. National Architectural Accrediting Board – 2009 STUDENT PERFORMANCE CRITERIA:

The material covered in this course offers students proficiency (at the indicated level of accomplishment) in the following subject areas as defined by the National Architectural Accrediting Board (NAAB). The following excerpt (in green) is from the NAAB 2009 Conditions for Accreditation.

The criteria encompass two levels of accomplishment:

**Understanding** — The capacity to classify, compare, summarize, explain and/or interpret information.

**Ability** — Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

**Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

#### Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

*Being broadly educated.*

*Valuing lifelong inquisitiveness.*

*Communicating graphically in a range of media.*

*Recognizing the assessment of evidence.*

*Comprehending people, place, and context.*

*Recognizing the disparate needs of client, community, and society.*

**A.1. Communication Skills:** *Ability to read, write, speak and listen effectively.*

**A.2. Design Thinking Skills:** *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

**A.3. Visual Communication Skills:** *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

**A.5. Investigative Skills:** *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

**A.7. Use of Precedents:** *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

**A.8. Ordering Systems Skills:** *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

**A.9. Historical Traditions and Global Culture:** *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

**A.10. Cultural Diversity:** *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

**A.11. Applied Research:** *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

*Because this is not a design course per-se, rather a history & theory course about the topics of urban design, it does not directly address "Realm B" criteria, with the exception of sustainable design. Given that the single most important factor in the measure of a city's sustainability is its urban form, criterion B.3 will be addressed. What students learn in this course should be applied in their design courses.*

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:**

Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Applying principles of sustainable design.*

**B.3. Sustainability:** *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bio-climatic design, and energy efficiency.

**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.*
- Comprehending the business of building.*
- Collaborating and negotiating with clients and consultants in the design process.*
- Discerning the diverse roles of architects and those in related disciplines.*
- Integrating community service into the practice of architecture.*

**C. 2. Human Behavior:** *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

**C. 3 Client Role in Architecture:** *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

**C. 6. Leadership:** *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

**C. 7. Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

**C. 8. Ethics and Professional Judgment:** *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

**C.9. Community and Social Responsibility:** *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

## 2.4. STRUCTURE AND ORGANIZATION:

THE COURSE IS DIVIDED INTO 3 PARTS:

1. Weeks 1 through 6: GLOBAL HISTORY of urbanism and the role of cities in civilization.
2. Weeks 7 through 11: GLOBAL THEORIES of urban design and city planning.
3. Weeks 12 through 17: GLOBAL & REGIONAL PRACTICE of urban design and city planning.

## 2.5. COURSE COMPONENTS + CRITERIA OF EVALUATION:

### 2.5.1. REQUIRED READING:

📖 Relevant readings and dates are indicated on the attached Semester Schedule, and available at the Arizona Bookstore [[http://www.uofabookstores.com/uaz/Textnet/Textnet\\_v2.asp?](http://www.uofabookstores.com/uaz/Textnet/Textnet_v2.asp?)] or on-line at Amazon.

Additional readings to be announced will include articles from journals and publications available on-line through J-Store or free down-loads from the US Department of Housing and Urban Development.

Jacobs, Jane. *The Death and Life of Great American Cities*  
New York: Modern Library, 1993. ISBN 0-679-60047-7

Kostof, Spiro. *The City Shaped: Urban Patterns and Meanings Through History*  
New York: Bulfinch Press, Hachette Book Group, 1993. ISBN 978-0-82120-2016-0

Kriken, John L. et. al. *City Building: Nine Planning Principles for the Twenty-First Century*  
New York: Princeton Architectural Press, 2010. ISBN 978-1-56898-881-8

Otero, Lydia R.. *La Calle: Spatial Conflicts and Urban Renewal in a Southwest City*  
Tucson: The University of Arizona Press, 2010. ISBN 978-0-8165-2888-2

2.5.2. STUDENT JOURNAL/SKETCHBOOK: All students, undergraduates and graduates, will keep a bound journal/sketchbook for this course, to include: (1) class notes; (2) notes from assigned reading; and (3) sketches, observations and commentaries from self-guided field trips to various urban environments. The journals will be specific to this class, and are to be consulted as a reference during the mid-term and final essay examinations to be given in class. The examinations are "open-book", and the only book allowed will be student journals. Journals will also be turned in at intervals over the semester, and will be evaluated as part of the semester grade.

2.5.3. ESSAY EXAMS: Students will have two examinations given in class, a mid-term and a final. Graduate students will take the mid-term exam with the Undergraduates, and may opt to either take the final exam, or in lieu of this, may submit a research paper on a topic of their choice, to be developed in consultation with the instructor.

### 2.5.4 GRADUATE REQUIREMENTS FOR SEMINAR:

In addition to the weekly lecture course, Graduate students will participate in a weekly seminar. Each student will choose a book on an urban design topic of his or her choice, and deliver a written and oral critique of the work to the seminar group. Graduate students will prepare a presentation and lead a seminar discussion, with a critical analysis, on their selected topics. Students will also submit their critiques in digital format.

**WEIGHT - COURSE COMPONENTS WILL BE WEIGHTED AS FOLLOWS:**

**UNDERGRADUATE STUDENTS:**

A. JOURNAL/SKETCHBOOK:	45%
<i>(Note: Journals will be turned in 2 times over the semester, and at the end of the semester; each submittal is worth 15% of a student's total grade; submittal dates to be announced).</i>	
B. ESSAY EXAMINATIONS:	
Mid-term Exam (Week 9):	20%
Final Exam (Week 17):	25%
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Subtotal – Exams:	45%
C. DAILY NOTE CARDS ( <i>learned/comment/question</i> ):	10%
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<b>Total [A + B + C]</b>	<b>= 100%</b>

**GRADUATE STUDENTS:**

A. JOURNAL/SKETCHBOOK:	30%
B. ESSAY EXAMINATION: Mid-term Exam (Oct. 18, 2011):	20%
C. DAILY NOTE CARDS ( <i>learned/comment/question</i> ):	10%
D. SEMINAR:	
Discussion, class participation & presentation:	15%
Research Paper:	25%
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<b>Total [A + B + C + D]</b>	<b>= 100%</b>

**2.6. SEMESTER SCHEDULE: A COURSE CALENDAR IS ATTACHED TO THIS SYLLABUS.**

**3.0 POLICIES + STATEMENTS**

3.1. GRADING: 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. 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.

3.1.1. LATE WORK POLICY: Work shall be turned in on the date that is requested. Late work will be penalized by 10% of the specific grade for each day by which it is late.

3.1.2. INCOMPLETE WORK POLICY: Incomplete work will be viewed the same as late work.

3.1.3. 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.)
- 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 (0-59) Substantially incomplete work and/or work of an unsatisfactory quality.
- I **Incomplete:** Work left incomplete at the end of the semester *due to circumstances beyond the student's control.*

- 3.2. **ATTENDANCE:** Attendance of all students at all classes is desired. Because the class meets only once a week, students will be allowed only one unexcused absence, after which the student's semester grade will be penalized by 10% for each further unexcused absence. *An excused absence is one for which there is a compelling personal reason, such as illness or a personal or family emergency, that would make attendance an undue hardship upon the student.* The instructor will consider such eventualities on an individual basis.
- 3.3. **CLASSROOM BEHAVIOR:** The use of any type of electronic device, including but not limited to cell phones, 'kindles,' pagers, i-pods, i-pads, lap-top computers, or any other materials unrelated to course-specific activities, is not permitted. Likewise, unauthorized discussions amongst students or other disturbances are not permitted. Your full attention is appreciated.
- 3.4. **ACADEMIC POLICIES:**  
Academic policies can be found in The University of Arizona General Academic Catalog:  
<http://catalog.arizona.edu/2009-10/policies/aaindex.html>.  
For the principles, policies, and procedures governing issues of academic integrity, see:  
<http://deanofstudents.arizona.edu/codeofacademicintegrity>.
- 3.5. **PLAGIARISM:**  
This course follows the University of Arizona's Policy on plagiarism:  
<http://deanofstudents.arizona.edu/policiesandcodes/codeofacademicintegrity>
- 3.6. **THREATENING BEHAVIOR:**  
All participants must follow the University of Arizona's Policy on student behavior:  
<http://policy.web.arizona.edu/~policy/threaten.shtml>
- 3.7. **HANDICAPPED ACCESSIBILITY/DISABILITY RESOURCE CENTER:**  
Every effort will be made to accommodate students with diagnosed disabilities. Please contact the instructor to initiate a discussion about how we can best help you succeed in this class. If you are registered with the Disability Resource Center please submit the associated documentation to the instructor. <http://drc.arizona.edu/teach/syllabus-statement.html>
- 3.8. **RETENTION OF WORK:**  
Work produced in this course is the property of the School of Architecture, which may retain any student project for display, accreditation, documentation, or other purposes.
- 3.9. **CHANGES TO SYLLABUS:** This syllabus is subject to change with notice, as deemed appropriate by the instructor. The purpose of a detailed syllabus is to make the course as transparent and as objective as possible, and 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 retains the right to make adjustments that account for circumstances that were unforeseen when the course was designed, and will notify the students when such changes are made. 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. Students will notify the professor within one week of notification if such changes engender a hardship, after which time it will be agreed that students understand and are in accord with the change.

#### END OF SYLLABUS