

COURSE SYLLABUS	Class hours:	T / Th 3:30-4:45 PM
	Course status:	required for M.ADU and M.ARCH
	Course format:	Lecture / Seminar
	Office hours:	by appointment
	Phone:	574 / 631-7739 (o)
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“[I]t is the mark of an educated [person] to seek precision in each class of things just so much as the nature of the subject admits...”

---Aristotle, *Nichomachean Ethics*

### 1. Course Description: ARCH 70311 (3 credits)

A required theory course for all graduate architecture students; a broad survey, both typological and historical, of the physical characteristics of traditional western cities and their development, with special emphasis upon urban form as a cooperative human artifact embodying particular cultural ideals and (related) forms of economic and political organization.

### 2. Objectives:

To develop---via a combination of lectures, readings, examinations, writing and analytical exercises, and a field trip---in each student: 1) an appreciation of western urbanism and urban form from the ancient world to the present; 2) a knowledge of certain types of formal configurations historically common to cities, as well as knowledge of specific examples of such configurations as found in numerous particular cities; 3) a sense of how both urban and architectural form express and embody cultural ideals and different forms of economic and political organization; and 4) a sense of the city as a trans-generational *artifact*, and of the students' own potential to help make beautiful cities that promote human well being.

### 3. Readings:

Required books (available in bookstore, except as noted):

Mortimer Adler	<i>Aristotle for Everybody</i> / Collier
Colin Rowe, Fred Koetter	<i>Collage City</i> / MIT Press
Mike Royko	<i>Boss: Richard J. Daley of Chicago</i> / Plume
A.E.J. Morris	<i>History of Urban Form Before the Industrial Revolutions</i> / Prentice Hall
St. Benedict	<i>The Rule of St. Benedict</i> / Image
Edmund Bacon	<i>Design of Cities</i>
John W. Reps	<i>The Making of Urban America</i> / Princeton University Press
Philip Bess	<i>Till We Have Built Jerusalem</i> / ISI Books
Nathan Glazer	<i>From A Cause To A Style</i> / Princeton University Press

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Mark Girouard *Cities and People* Yale University Press [Amazon.com only]

Library Reserve: *The Plan of St. Gall* (Lorna Price)

*Comparative Urban Design (Melville Branch)*

Also required are several essays; some are available on line, others will be distributed as photocopies, and all are described specifically in the Course Outline.

**4. Examinations and Grading System:**

Student performance on two mid-term exams, an analytical exercise, a short research paper and---in borderline cases---in-classroom discussions will dictate final grades (see Course Outline for specific dates). One examination will be comprised of slide identifications and short-answer / true-false / multiple-choice type questions; a second will consist of several essay questions. The analytical project will be primarily graphic with some accompanying text, while the research paper will be a short essay accompanied by illustrations. The research paper will be due on the day of the final exam, and will also be presented to the class in a short power-point presentation at that time. The relative weight of the various tests and assignments is indicated below:

Exam #1 \_\_\_\_\_ 100 points

Exam #2 \_\_\_\_\_ 100 points

Analytical Project \_\_\_\_\_ 100 points

Research Paper \_\_\_\_\_ 100 points

[Class Participation / Pop Quiz (as required) 100 points]

***TOTAL*** \_\_\_\_\_ ***400 points [500]***

Grade Evaluation: Grades, with explanatory statements relative to graduate program standards:

- A:** **Excellent** (exemplary work)
- A-:** **Very Well Done** (exemplifies program standards of excellence in many aspects)
- B+:** **Very Good** (exemplifies program standards of excellence in some aspects)
- B:** **Good** (clearly meets the program's expected competency standards)
- B-:** **Acceptable** (meets the program's expected competency standards)
- C+:** **Marginal Acceptability** (program standards are met at near minimum competency level)
- C:** **Barely Acceptable** (requirements are met at minimal level of competence, but not up to program standards and expectations)
- C-:** **Substandard Work-** must repeat course
- D:** **Poor Work** – must repeat course
- F:** **Failing** – must repeat course

**5. Course Procedures / Attendance Policy:**

The Academic Code found in *du Lac* states at 13.1, “Students are expected to attend class regularly and punctually.” At 13.2 it requires that I state my policy concerning absences; here it is: No unexcused absences are acceptable. Class attendance is mandatory. Any more than two unexcused absences will result in failure of the course. An absence is said to occur both for non-ARCH-70311 COURSE SYLLABUS, p.3

appearance and when lateness leads to class disruption and a lack of access to the material being presented. Timely performance on all examinations and assignments is expected. You are expected to have read the readings assigned for the day (see Course Outline) *prior to* class, and to

be prepared to discuss them. Finally, all cell phones are to be turned off for the duration of the class period. If you text during class, you will be asked to leave and given an unexcused absence.

#### **6. Course Requirements:**

Course requirements include attendance at lectures, a field trip to Chicago, outside readings as assigned, an analytical exercise, a research paper, and two examinations. Details of these requirements may be found in the previously referred to Course Outline.

#### **7. Academic Honesty / Honor Code:**

You are expected to be familiar with and abide by the Academic Code of Honor. The code is available in *du Lac*. All work submitted under your name, including group projects, must be your work, individually and collectively. Work derived from any other source and not properly attributed will lead either to failure for that work or to a citation to the Honors Committee.

#### **8. Disability Accommodations:**

Students with disabilities may request assistance from the Office for Students with Disabilities. If you qualify for accommodations under the Americans with Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

#### **9. NAAB CRITERIA**

This course is intended to comply with several of the NAAB's 32 accreditation criteria. The following are *primary* accreditation concerns of this course:

- A.1) **Communication Skills** (ability)
- A.2) **Design Thinking Skills** (ability)
- A.9) **Historical Traditions & Global Culture** (understanding)

The following are *secondary* accreditation concerns of this course:

- A.3) **Visual Communication Skills** (ability)
- A.5) **Investigative Skills** (ability)
- A.8) **Ordering Systems Skills** (understanding)
- A.10) **Cultural Diversity** (understanding)
- A.11) **Applied Research** (understanding)
- B.3) **Sustainability** (understanding)
- C.2) **Human Behavior** (understanding)
- C.8) **Ethics and Professional Judgment** (understanding)

## COURSE OUTLINE

### Week #:

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|----|---------------|--|
| 1) | Tuesday 8/21  | COURSE OVERVIEW<br>MacIntyre: <i>God, Philosophy, Universities</i> , pp. 1-18, 173-180<br>(photocopy)  |
|    | Thursday 8/23 | URBAN FORMAL ORDER [I]:<br>Space and Anti-Space<br>Peterson: "Space and Anti-Space" (photocopy)<br>"Urban Design Tactics" (on-line)<br>L.Krier: "Urban Components" (photocopy)   |
| 2) | Tuesday 8/28  | URBAN FORMAL ORDER [II]:<br>Introduction to Typologies<br>Adler: <i>Aristotle for Everybody</i> (I): Intro, Part I, Part II<br>(pp. ix – 66)<br>Rowe: <i>Collage City</i> , "Excursus," pp. 151-181                              |
|    | Thursday 8/30 | URBAN FORMAL ORDER [III]:<br>Urban Spatial Types   |
| 3) | Tuesday 9/4   | URBAN FORMAL ORDER [IV]:<br>Urban Building Types   |
|    | Thursday 9/6  | URBAN FORMAL ORDER [V]:<br>The Rural-to-Urban Transect<br>A.Duany: "A New Theory of Urbanism" (on-line)<br>"Introduction to the Special Issue: The Transect"<br>(on-line)  |
| 4) | Tuesday 9/11  | <b>NO CLASS</b> (Bess Studio charrette field trip)   |
|    | Thursday 9/13 | <b>NO CLASS</b> (Bess Studio charrette field trip)   |
| 5) | Tuesday 9/18  | URBAN FORMAL ORDER [VI]:<br>Introduction to Chicago<br>Royko: <i>Boss: Richard J. Daley of Chicago</i> , pp. 5-46<br>Bess: "Big Plans, Divine Details: The Burnham Plan and<br>Citywide Development in Modern Chicago" (on-line) |
|    | Thursday 9/20 | <b>FIELD TRIP TO CHICAGO</b><br>(all day: depart from ND early Thursday morning)   |
| 6) | Tuesday 9/25  | URBAN FORMAL ORDER [VII]:<br>Review and Discussion   |
|    | Thursday 9/27 | <b>MID-TERM EXAM I</b>   |

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### Week #:

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| 7) | Tuesday 10/2 | <b>Exam I Review</b><br>CITIES AND THE GOOD LIFE [I]:<br>Aristotle and the Good Life |
|----|--------------|--|

- Gombrich: "The Tradition of General Knowledge" (photocopy)  
Adler: *Aristotle for Everybody* (II): Part III (pp. 69 – 126)
- Thursday 10/4 CITIES AND THE GOOD LIFE [II]:  
Virtue Ethics, Traditional Urbanism and Their Prospects  
Bess: *Till We Have Built Jerusalem*, chapter 1
- 8) Tuesday 10/9 CITIES AND THE GOOD LIFE [III]:  
Is Traditional Urban Formal Order "merely" an Aesthetic Preference, or  
also a Moral Imperative?  
Bess: *Till We Have Built Jerusalem*, chapter 11
- Thursday 10/11 CLASSICAL ANTIQUITY: POLIS & URBS  
Morris: *History of Urban Form*, ch.2-3, pp.35-91  
Bacon: *Design of Cities*, pp. 68-91  
**MID-TERM EXAM II (take-home hand-out)**
- 9) Tuesday 10/16 **NO CLASS** (Fall Break)  
Thursday 10/18 **NO CLASS** (Fall Break)
- 10) Tuesday 10/23 **MID-TERM EXAM II due at beginning of class**  
MEDIEVAL URBANISM [I] /  
Monasticism  
*The Rule of St. Benedict*  
*The Plan of St. Gall* [Library Reserve]  
Film: "Of Gods and Men" (7:00 pm)
- Thursday 10/25 **NO CLASS – [Bess conference]**
- 11) Tuesday 10/30 MEDIEVAL URBANISM [II]  
Medieval Cities  
Morris: *History of Urban Form*, ch.4, pp.92-156  
Girouard: *Cities and People*, ch.1, pp.3-14 / ch.5, pp.85-112  
Bacon: *Design of Cities*, pp. 92-105
- Thursday 11/1 RENAISSANCE & BAROQUE URBANISM [I]  
Renaissance & Baroque Planning Principles  
Morris: *History of Urban Form*, ch.5, pp.157-190  
Girouard: *Cities and People*, ch.6 / Bacon: *D of C*, pp. 106-161  
**Hand out Assignment #1**
- 12) Tuesday 11/6 RENAISSANCE & BAROQUE URBANISM [II]  
Italian and French Gardens  
Morris: *History of Urban Form*, ch.6, pp.191-220
- Thursday 11/8 RENAISSANCE & BAROQUE URBANISM [III]  
The Parisian Royal Squares / London and the Residential Square  
Morris: *History of Urban Form*, ch.8, pp.248-291  
Girouard: *Cities and People*, ch.10 / Bacon: *D of C*, pp. 170-215
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Week #:
- 13) Tuesday 11/13 THE INDUSTRIAL CITY & ITS PROGENY [I]  
The Industrial City – The American Continental Grid  
Girouard: *Cities and People*, ch.12

- Hurt: "The American Continental Grid: Form & Meaning"  
(photocopy)  
Bacon: *Design of Cities*, pp. 216-225
- Thursday 11/15 THE INDUSTRIAL CITY & ITS PROGENY [II]  
Reform of the Industrial City I (Europe):  
London, Paris, Vienna  
Girouard: *Cities and People*, ch.13-14  
Kunstler: *The City in Mind*, Preface, ch.1 (Paris) [photocopy]  
Film: "Last Train Home" (tentative)
- 14) Tuesday 11/20 THE INDUSTRIAL CITY & ITS PROGENY [III]  
Reform of the Industrial City II (USA): Cemeteries/Urban Parks/Fairs  
Reps: *The Making of Urban America*, pp. 240-262,  
325-348, 497-525  
**Assignment #1 due**  
**Hand out Assignment #2**
- Thursday 11/22 **NO CLASS** (Thanksgiving)
- 15) Tuesday 11/27 THE INDUSTRIAL CITY & ITS PROGENY [IV]  
Reform of the Industrial City III: City Beautiful, Suburbs, Modernism  
Girouard: *Cities and People*, ch. 15,16,17  
Schlereth: "Moody's go-getting Wacker Manuel" [photocopy]  
Stern: "La Ville Bourgeoise," *The Anglo-American Suburb*  
[photocopy]  
Dennis: "Le Corbusier and the City of Modern  
Architecture" [photocopy]
- Thursday 11/29 **FILM: *Make No Little Plans: Daniel Burnham and the American City***  
[Bess away at conference]
- 16) Tuesday 12/4 THE INDUSTRIAL CITY & ITS PROGENY [V]  
Critiques of Modernism: Where We Are Now (I)  
Rowe: *Collage City*, Introduction and Chapter 1  
Girouard: *Cities and People*, Epilogue  
Glazer: *From A Cause To A Style*, chapters 10 & 11
- Thursday 12/6 THE INDUSTRIAL CITY & ITS PROGENY [VI]  
Critiques of Post-Modernism: Where We Are Now (II)  
Bess: *Till We Have Built Jerusalem*, chapters 4 & 16  
Glazer review (on-line)
- 17) **Monday 12/10** **FINAL EXAM (final paper presentations) / 4:00 pm – 9:00 pm**  
**(tentative)** **Assignment #2 due @ 4:00 pm**

ARCH 70311 / Urban Elements and Principles  
URBAN BUILDING AND SPATIAL TYPOLOGIES

I. Spatial Typologies ["space"]

1. Linear Spaces  
Boulevard

Avenue  
Street  
Alley / Lane  
Canal

2. Centralized Spaces-Public  
Plaza / Piazza (hard surface)  
Square (planted surface)

Centralized Spaces-Private  
Court / Cortile (hard surface)  
Cloister (planted surface)

3. Transitional Spaces  
Arcade / Colonnade / Loggia / Portico (Porch)  
Gate / Portal  
Forecourt  
Stair  
*Passage*

## II. Building Typologies

4. Background Buildings
5. Foreground Buildings  
Freestanding  
Impacted-in-the-fabric
6. Composite Buildings [elements of both foreground & background]
7. Monuments / Follies  
In space  
In anti-space

## III. Gardens [space and anti-space]

8. Spatial – linear & centralized
9. Anti-spatial  
Rural  
Wilderness  
Agricultural  
Urban  
Parks (linear and centralized)  
Commons / Greens

## ARCH 70311 / Urban Elements and Principles

### URBAN BUILDING TYPOLOGIES II

Westfall on Type:

“A useful way to define building type is as a generalized, unbuildable idea of a building known only in

the intellect and containing within it all the possible examples of actual buildings of that type that have been and can be built... The building's type embodies what is true about it." [Bess: "the essence of the thing it is"]

## I. Building Typologies

### 1. **Background Buildings**

- *Domus, Taberna* [Westfall]
- *Domus* [courtyard house], *Insula, Villa*
- SF detached, SF attached (Row-house), Duplexes, Flats (2-3-4-6), Corner Flats (12), Courtyard [Forecourt] Flats (18-30-42)
- Commercial mixed-use and Live/Work units, attached and detached

### 2. **Foreground Buildings**

- *Tholus, Temple, Theater, Regia* [Westfall]
  - **Freestanding**
  - **Impacted-in-the-fabric**

### 3. **Composite Buildings** [elements of both foreground & background]

### 4. **Monuments / Follies**

- In space
- In anti-space



ARCH 70311 / Urban Elements and Principles  
Mid-term Exam II / October 11, 2012 (100 points)

*This exam is due at the **beginning** of class on Tuesday October 23. You may take as long as you like to complete it, but--if you have kept up with your reading--it should not take you more than 2 – 2-1/2 hours. You are to write *no more than* a one page typed response to each question, and your answers should include citations from the assigned readings in support of--or perhaps counter to--your arguments. All written work should be typed and, most importantly, proofread; spelling errors, grammatical failures, and / or stylistic atrocities will be very unhappily received and reflected in your (lower) grade. To reiterate: *This exam is due at 3:30 pm on Tuesday October 23, and **will not be accepted if late.** Staple your pages together in the order of the questions below, with this sheet on top.**

You may consult your notes and readings, but are to take this test by yourself. At the top of every page write “I have neither given nor received aid in the taking of this exam” and sign your name adjacent to it.

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1) Describe what Aristotle means by “the good life,” the role of virtue in living a good life, the nature and kinds of virtues and some examples, the role of cities in living a good life, and the purpose and essential features of a city.

2) Aristotle describes man as “the rational animal.” However, much of human behavior seems in fact to be quite irrational. Describe briefly but thoroughly Aristotle’s understanding, according to Adler, of man (male and female) as a rational animal. Are there different kinds of rationality? If so, are there ends proper to each? In considering the characterization of man as the rational animal be sure to attend to both the adjective “rational” and the noun “animal.”

3) Identify and define the four Aristotelian “causes” and discuss their relationship to the substance of what one holds to be knowledge. Describe some *thing* of significance in your own life in terms of the four causes.

4) It has been argued by some that the Transect is a tool, by others an artifact, and by others a discovery. Describe the Transect, and discuss some implications of what it means to identify the Transect as being none, one, some or all of these things.

### ASSIGNMENT # 1: Conjectural Analyses

The purpose of this exercise is to examine how and whether city form can be "read" to reveal its origins, the intentions of its makers, and important events in its history. Take the plan you have been given as a base map for the following series of analytical drawings, to be done by hand or computer on 8-1/2" x 11" paper, addressing the issues described below. You are *not* to research the history or identity of your city / neighborhood until you get to number 5b. Moreover, if you compare your respective city / neighborhood amongst yourselves (as I suspect you might), should you recognize a classmate's city / neighborhood, please do **not** reveal its identity either to that or any other classmate. I have tried where possible to tailor my choice of cities to each of you.

Each of these city / neighborhood plans is at a scale of 1" = 600' (more or less). Because (note well) each base drawing is accompanied by a graphic scale, you may reduce, enlarge or crop your base drawing as required to make well-composed 8-1/2" x 11" final drawings. Here are the final drawings you need to make:

1. **Land use map/s:** Identify in a series of one-to-four drawings (with keys) the following building and/or block uses: civic (foreground and/or composite buildings); commercial / residential (background buildings); and parks and landscaped open space.
2. **Hierarchy of buildings and streets:** Based upon their location and configuration, indicate graphically the most important buildings in the city, and speculate about the kind of buildings that they are. Indicate the primary streets (and plazas / squares) by using a heavy black line for the edge of the buildings that define their perimeter. Highlight your estimation of the location of historic city walls, if applicable.
3. **Origins of city form:** Speculate about and identify graphically the formal origins of your city / neighborhood and the "rationale" by which it developed. If appropriate, speculate about and identify the order and time periods in which various sections of your city were built. Use as many drawings as necessary.
4. **"Modernization":** In a black and white figure/ground drawing, de-densify your city by 40-50%, *while retaining its basic urban spatial and hierarchical patterns.*
5. a) Write a one page (maximum) conjectural history of your city. When and why was it built? What was its economic base? Was it a regional or local seat of government? A religious and / or pilgrimage center? What determined its location? What are the bases of your conjectures, insofar as your cartographical information largely excludes topography and building heights?  
  
b) After you have completed 5a, write a one page (maximum) history of your city such as those found in sources like Melville Branch's *Comparative Urban Design*.

This assignment is due at 3:30 pm on Tuesday, November 20, 2012; and is worth 100 points, which is equal to 20-25% of your total grade. Grades for this exercise will be based upon the quality of your *analyses* and conjectures (40%), the quality of your *graphic presentation* (40%), and the quality of your *written history* (20%).

Architecture 70311 / Urban Elements and Principles

ASSIGNMENT # 2: Research Paper

The purpose of this exercise is to investigate the history, physical development and formal order of the specific American town or city indicated below. This will take the form of an illustrated research paper in which you will be required to identify and discuss the following issues:

- 1) *Origins and character*: When and by whom was your town or city founded, and for what reasons? Was it founded primarily as a commercial settlement? For religious reasons? As a resort town? As a utopian community? Etc., etc.
- 2) Discuss the physical development over time of your town or city: how and why it grew, its most noteworthy physical characteristics, and how its developing character *reflected and/or departed from its origins*.
- 3) Discuss and illustrate selected examples in your city or town of the urban spatial and building types discussed in class. N.b.: Not every town you study will have every traditional urban formal type.

Your paper should have a maximum of 5 (five) pages of text, excluding bibliography and illustrations. Text is to be double-spaced, with left and right margins of 1", and the typeface no larger than 12-point (serifs preferred). Illustrations should include information of an analytical and architectural, as well as a picturesque, nature; and, as well, *must be labeled and captioned in a manner that clearly relates the illustrations to your text*.

This assignment is due on Monday December 10 at 4:00 pm at the beginning of our final exam session, which runs from 4:00 until 9:00 pm; and is worth 100 points, which is equal to 20-25% of your total grade. Grades for this exercise will be based upon the quality of your written history (40%), your thoroughness and brevity in addressing all three issues assigned (40%), and the quality of your graphic presentation and its relationship to your text (20%).

ASSIGNED CITY:

San Francisco, CA  
Detroit, MI  
New York  
Baltimore  
Charleston, SC  
St. Louis  
New Harmony, IN  
Pullman, IL  
Coral Gables, FL

Santa Fe, NM  
San Antonio, TX  
New Haven  
Washington, D.C.  
Savannah  
Chicago  
Bethlehem, PA  
Kohler, WI  
Bayview, MI

Riverside, IL  
Boston  
Philadelphia  
Williamsburg, VA  
New Orleans  
Cincinnati  
Lowell, MA  
Zion, IL  
Seaside, FL