

The American City

L98 AMCS 276

Instructor: Michael Allen

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Office hours: By appointment only.

Term: Summer 2018

Meetings: MTWThF 3:00 – 4:45 PM

Room: Seigle Hall 205

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[Painting: *7am Sunday Morning*, Kerry James Marshall (2003) – depicting Chicago, Illinois.]

The American city has multiple forms: as a place to live and work, as a measure of economic vitality, as an architectural creation, as a political setting for both the promise and peril of democracy, and as a mythic backdrop for fictive struggles of identity formation and personal liberation. This course will begin a student's exploration of American culture and politics, with St. Louis serving as field laboratory for investigations that will also present the lives of New York, Chicago, New Orleans, Philadelphia and other cities. American cities carry material evidence of the economic and political reasons that they exist, the transportation networks that shape them, the street plans that give them form, the governments that provide the public good, the people who call them home, the role of public transportation systems, the geography of racial segregation, and the histories of immigrant communities. At the same time, the role of the American city has changed significantly in the 21st century when most Americans now live in suburbs surrounding older cities. Throughout the semester, this course will analyze the material and social culture of American cities through a series of lectures, films and field trips.

Main Themes

The compressed nature of the course means that we will have the best time focused on a few questions, and not on the entire scope of American urbanism. This summer we will focus on how city spaces are built, changed, claimed, used and governed. We will examine types of urban spaces common to American cities – downtowns, waterfronts, sidewalks, large landscaped parks, small plazas, residential areas, commercial areas, vacant land, highways and everything in between. Our goal is to examine the traits that make American cities different from others, and to establish a basic working knowledge of how American cities function and how they evolved from the founding of the nation to the present. This will serve future study of cities, which hopefully will continue for the rest of your lives.

Required Texts and Readings

There is one required text (available in the campus bookstore):

- Anne Mikoleit and Moritz Purckhauer. *Urban Code: 100 Lessons for Understanding the City*. Cambridge, Massachusetts: MIT Press, 2011.

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Other required readings are accessible on Blackboard (<http://bb.wustl.edu>) or will be distributed in class.

Grading

The grade will break down as follows:

35% Participation and attendance
30% Three short response papers
35% Final paper

Response Papers

Students will complete three short response papers to the themes, readings and experiences of the week. Papers will be 2 pages long. The directions for each response paper will be distributed in class at least one week before the assignment is due.

Final Project

Students will complete a final project that will be based on the course textbook and one or more of the field trips. The final paper assignment will be distributed during the second week of class. The paper needs to consist of a minimum of four pages of writing supported by at least two photographs.

Students will briefly discuss their final paper in class during the last week. Presentations will be informal and conversational. No slides will be necessary.

Field Trips

All field trips will start at the Mallinckrodt Center in front of the book store at the regular course meeting time. Please be prompt and present at 3:00PM on these days. We will return to the Mallinckrodt Center at the conclusion of the field trips. Due to travel times and traffic, we may not always return to campus by 4:45PM. We will try our best. If you have to miss a field trip, please let the instructor know.

Please photograph on the field trips, since we will use these photographs for the final projects.

Week 1: American Urbanism

Date	Activity	Reading
Monday July 16	Introductions Film Viewing In Class: <i>The City</i> (1939)	None
Tuesday July 17	Lecture: The History and Evolution of the City of St. Louis	<i>Suggested:</i> St. Louis City Plan Commission, "Physical Growth of the City of St. Louis" (1969): https://www.stlouis-mo.gov/archive/history-physical-growth-stlouis/
Wednesday July 18	Finish Lecture: The History and Evolution of the City of St. Louis	Ernest W. Burgess, "The Growth of the City: An Introduction to a Research Project," <i>The City Reader</i> .*
Thursday July 19	Mental Mapping Show and Tell (Assignment Distributed Prior Class)	Gwendolyn Brooks, "A Street in Bronzeville."*
Friday July 20	Field Trip: Downtown St. Louis and the Gateway Arch	Grady Clay, <i>Close-Up: How to Read the American City</i> (1981), "Epitome Districts," p. 38-52.*

Week 2: The Evolution of American Cities

Monday July 23	Discussion: American Urbanism	Grady Clay, <i>Close-Up: How to Read the American City</i> (1981), "Fixes" and "Beats."*
Tuesday July 24	Discussion: The Growth of the American City Paper #1 Due	Sam Bass Warner, "Evolution and Transformation: The American Industrial Metropolis, 1840-1940," <i>The City Reader</i> .* Kenneth T. Jackson, "The Drive-In Culture of Contemporary America," <i>The City Reader</i> .*
Wednesday July 25	Discussion: The Garden City Movement	Frederick Law Olmstead, "Public Parks and the Enlargement of Towns," <i>The City Reader</i> .* Ebenezer Howard, "Author's Introduction" and "The Town- Country Magnet," <i>The City Reader</i> .*
Thursday July 26	Field Trip: Old North St. Louis	Anne Mikoleit and Moritz Purckhauer, <i>Urban Code</i> (2011), p. 9-36.
Friday July 27	Discussion: Competing Visions for the City Film In Class: <i>Citizen Jane: The Battle for the City</i> (2016; Matt Tyrnauer, director)	Interboro Partners, <i>Arsenal of Exclusion & Inclusion</i> (2016), "Urban Renewal."*

Week 3: Who the American City Is

Monday July 30	Film in Class: <i>The Pruitt-Igoe Myth</i> (2011; Chad Friedrichs, director)	Katherine Bristol, "The Pruitt-Igoe Myth." <i>Journal of Architectural Education</i> Vol. 44, No. 3 (May 1991).*
Tuesday July 31	Film In Class: <i>Fault Lines: Baltimore: Anatomy of An American City</i> (2012; Al Jazeera America) Paper #2 Due	James Baldwin, "Stranger in the Village."** Elijah Anderson, "The Code of the Street" and "Decent and Street Families," <i>The City Reader</i> .*
Wednesday August 1	Discussion: Neighborhoods and Suburbs	Robert Brueggmann, "The Causes of Sprawl," <i>The City Reader</i> .* Clarence Perry, "The Neighborhood Unit," <i>The City Reader</i> .*
Thursday August 2	Field Trip: Tower Grove Park and South Grand Avenue	Anne Mikoleit and Moritz Purckhauer, <i>Urban Code</i> (2011), p. 52-60; 80-86; 94-103.
Friday August 3	NO CLASS	

Week 4: Governing the American City

Monday August 6	Lecture in Class: Policing the City	George Kelling and James Q. Wilson, "Broken Windows," <i>The City Reader</i> .* Interboro Partners, <i>Arsenal of Exclusion & Inclusion</i> , "Stop, Question, Frisk."**
Tuesday August 7	Discussion: Economic Development, Housing Paper #3 Due	Jane Jacobs, "Gradual Money and Cataclysmic Money," <i>The Death and Life of Great American Cities</i> (1961)* Interboro Partners, <i>Arsenal of Exclusion & Inclusion</i> (2016), "Housing Voucher," "Public Housing," "FHA."**
Wednesday August 8	Field Trip: City Hall	None
Thursday August 9	Discussion: Justice, Race and City Government	Ta-Nehisi Coates, "The Case for Reparations," <i>The Atlantic</i> (June 2014) http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/ The National Advisory Commission on Civil Disorders, "Rejection and Protest: An Historical Sketch," <i>Report of The National Advisory Commission on Civil Disorders</i> (1968), p. 100-113.*
Friday August 10	Viewing in Class: <i>Flint Town</i> (2018)	None

Week 5: Conclusions

Monday August 13	The Future of American Cities	Frederic Stout, "The Automobile, the City and the New Urban Mobilities," <i>The City Reader</i> . Saskia Sassen, "The Impact of the New Technologies and Globalization of Cities", <i>The City Reader</i> . Scott Beyer, "America's Changing Suburban Food Culture," <i>Forbes</i> (May 28, 2017): https://www.forbes.com/sites/scottbeyer/2017/05/28/americas-changing-suburban-food-landscape
Tuesday August 14	Student Presentations	None
Wednesday August 15 <i>Last Day of Class</i>	Student Presentations Final Paper Due	None

Course Communication

In addition to class time, course communication will occur through email. The instructor will send notifications of amendments to the syllabus and confirm field trip driving plans through email, so please check email before each class period to stay apprised of any changes. Blackboard will only be used for a repository of readings and assignments.

Course Policies and Information for Students

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

This seminar operates on a pedagogical model of participatory inquiry, where all participants shape the research questions and experiential priorities of the course. The seminar requires a high degree of participation through verbal discussion while also demanding a robust schedule of readings to support exploration of themes. While the instructor will lecture and guide, the seminar is a venue for each student to present questions, findings and connections located in readings and field trips. For readings, students should make every attempt to complete readings before meeting, but if not possible, at least discern authors' key points and themes. The seminar encourages research as practice; that is, research not for memorization but for critical understanding of subjects to advance students' own educational goals. Design students should have no fear.

Policies:

1. **ATTENDANCE POLICY:** All students should attend each class session, take notes and participate in discussions. If a student cannot attend a session due to a conflicting academic requirement, that student should notify the instructor in writing one day prior to the session that will be missed. If a student has a medical or personal reason for absence, likewise the instructor shall be notified in writing at least prior to the start of class. When in doubt, please contact the instructor.
2. **PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS:** Please discuss any possible late work or request for extensions with the instructor. *The final paper cannot be turned in after August 15 due to the summer semester grade deadline.*
3. **REGRADING POLICY:** There is no regrading in this seminar.
4. **REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE:** Please consult the instructor if you want to receive feedback on writing before it is due.
5. **TECHNOLOGY POLICIES:** Computers and smart phones may aid course sessions by allowing students to pull up readings, websites, images or other materials to share. These devices should not be used for other purposes during class time. Absolutely no use of these devices for personal communications, web browsing or games is allowed.

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas, drawings, photographs, written texts and contributions of others must be appropriately acknowledged through citation, with the name of the author and full reference of the source. See <http://artsci.wustl.edu/~writing/plagiarism.htm> for more information on properly documenting any work or ideas that are not your own. Work that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University. Students must be the sole authors of their work from concept through production.

Students should become familiar with the guidelines and policies of the university and school regarding academic integrity and misconduct. Any questions or concerns should be immediately addressed. Your instructors, advisors and department faculty are available to help students understand the Academic Integrity Policy, how to avoid plagiarism and its serious consequences by learning to cite sources correctly and leaving plenty of time to complete assignments. Do not hesitate to ask for assistance with any concerns in these regards.

Intentional plagiarism may result in a failing grade for this class. If you are not certain what constitutes plagiarism, please ask your instructor.

Resources for Students

1. **DISABILITY RESOURCES:** If you have a disability that requires an accommodation, please speak with instructor and consult the **Disability Resource Center** at Cornerstone (cornerstone.wustl.edu/). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.
2. **WRITING ASSISTANCE:** For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

3. THE UNIVERSITY'S PREFERRED NAME POLICY FOR STUDENTS, with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.

4. ACCOMMODATIONS BASED UPON SEXUAL ASSAULT: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at [\(314\) 935-3118](tel:3149353118), jwkennedy@wustl.edu, or by visiting her office in the Women's Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at [\(314\) 935-5555](tel:3149355555) or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling [\(314\) 935-8761](tel:3149358761) or visiting the 4th floor of Seigle Hall.

5. BIAS REPORTING: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu

6. MENTAL HEALTH: Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.