

The Unruly City

ARCH/LAND/MUD 529G Spring 2020



The United States Army fires upon striking workers in Baltimore. From Harper's, 1877.

**Graduate School of Architecture, Urban Design, and Landscape Architecture
Washington University in St. Louis**

Location: Weil Hall 330

Time: Wednesdays 1:00–3:50PM

Instructor: Michael Allen, Senior Lecturer in Architecture, Landscape Architecture and Urban Design

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Hours: Meetings by appointment.

Course Description

The history of the modern city is the history of conquering the "unruly": real estate parcels, neighborhoods, buildings, and even people that threaten the rule of law, economic growth and cultural norms. But "unruly" is in the eye of the beholder as much as the power to rule is in the hand of the holder. Today cities are contested spaces across the globe, with uprisings, protest and political negation as long-term consequences of modernization. Is disorder in the eye of the beholder? What disrupts urban life more, the broken windows of vacant houses or the arrival of Whole Foods in a poor neighborhood? The closure of a street by protestors against police violence, or the actions of police officers themselves? Every act of urban design -- from participating in the architectural planning of a new building to the development of new forms of sustainable urban open space -- creates, forecloses or alters the democratic use of the city.

This iteration of the seminar begins with the great urbanist confrontation between Jane Jacobs and Robert Moses in New York City as a dichotomy that unravels into useful complications. Then we move through political philosophies to conflicts over who owns the public spaces of cities (streets, parks, playgrounds). We then consider how the formation of identity spurs both political and cultural exclusion and oppression, which takes us from the contested urbanity of New York City to the problematic suburban enclave of Ferguson, Missouri by the end. Along the way we observe how the American urban form's genesis and morphology from concentrated industry-driven unit to sprawling metropolitan form impacts how political power is distributed and asserted.

Aims

This seminar aims to cover an overview of urban spatial conflicts that invoke political conflicts that occur between the actor, the state, an ideology, capital and other social components. Through attention to the recent history of global spatial conflicts with cities, the seminar unpacks underlying causes and identifies emergent and subversive strategies of resolution. By the end of the semester, we will be able to see the architecture behind architecture -- the social forces that are shaping how the city looks, who has access to space and who governs competing claims to the city.

Learning Outcomes

Students will be able to:

1. Articulate the factors and competing parties in significant urban spatial conflicts (gentrification, policing, housing, urban renewal);
2. Explain and name the tenets of different political ideologies and legal and extralegal government systems that manifest in urban politics;
3. Relate the spatial conditions of cities to underlying laws and policies, social practices, ideological formations and capitalist structures;
4. Identify contemporary practices of urban inhabitation that seek to resolve or transcend conflicts;
5. Articulate the impact that the practices of urban design, landscape architecture and architecture have on and within urban political systems.

Course Materials

These books are required and students must obtain their own copy:

- Colin Gordon, *Citizen Brown: Race, Democracy and Inequality in the St. Louis Suburbs* (Chicago: University of Chicago Press, 2019).

All other required readings are accessible on Blackboard (<http://bb.wustl.edu>; denoted by asterisk on the syllabus).

Course Schedule

Wednesday, January 15: Introductions

Reading:

Raymond Williams, "Democracy," *Keywords: A Vocabulary of Culture and Society* (Oxford: Oxford University Press, 1976)*

Film in class:

Citizen Jane (2016; Matt Tyrnauer, director)

Wednesday, January 22: Perspectives From Above and From Below

Roberta Brandes Gratz, "SoHo: A Moses Defeat, A Jacobs Victory," *The Battle for Gotham: New York in the Shadow of Robert Moses and Jane Jacobs* (New York: Nation Books, 2010).

Jane Jacobs, "The Generators of Diversity," *The Life and Death of Great American Cities* (New York: Random House Books, 1961).

Hillary Ballon, "Robert Moses and Urban Renewal," *Robert Moses and the Modern City: The Transformation of New York* (New York: W.W. Norton & Company, 2007).

Michel de Certeau, "Walking in the City" from *The Practice of Everyday Life* (Berkeley, Calif.: University of California Press, 2011).

Reading Response Due.

Wednesday, January 29: The Economic Dimensions of Perspectives

Readings:

David Harvey, "The Art of Rent," *Rebel Cities* (New York: Verso, 2012).

Neil Smith, "Preface" and "Is Gentrification A Dirty Word?," *The New Urban Frontier: Gentrification and the Revanchist City* (London: Routledge Press, 1996).

Sharon Zukin, "The City That Lost Its Soul," *Naked City: The Death and Life of Authentic Urban Places* (Oxford: Oxford University Press, 2010).

Wednesday, February 5: Theories of Encounter and Assembly

Readings:

Antonio Negri and Michael Hardt, "Of Love Possessed" and "The Metropolis," *Commonwealth* (Cambridge, Mass.: Harvard University Press, 2009).

Giorgio Agamben, "The Paradox of Sovereignty," *Homo Sacer* (Stanford, Calif.: Stanford University Press, 1998).

Chantal Mouffe, "What is Agonistic Politics?" *Agonistics: Thinking the World Politically* (London and New York: Verso, 2013).

James Q. Wilson and George L. Kelling, "Broken Windows: The Police and Neighborhood Safety," *The Atlantic* (March 1982).

<http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>

Reading Response Due.

Wednesday, February 12: Spaces of Encounter and Assembly

Field Visit: Lafayette Square, Clinton-Peabody Terrace King Louis Square

Readings:

Raymond Williams, "Structures of Feeling," *Marxism and Literature* (Oxford and New York: Oxford University Press, 1977).

Jan Gehl, "To Assemble or Disperse," *Life Between Buildings: Using Public Space* (Copenhagen: Arkitektens Forlag, 1996).

Alexandra Lange, "City," *The Design of Childhood* (New York: Bloomsbury Publishing, 2018).

Wednesday, February 19 – No Class, Instructor Away

Wednesday, February 26: Ordering Urban Space

Guest: Petra Kempf, Assistant Professor of Architecture and Urban Design, Sam Fox School

Readings:

Pier Vittorio Auerli, "Appropriation, Subtraction, Abstraction: A Political History of the Urban Grid," *Log 44* (Fall 2018).

Lisa Keller, "The Regulated City," *Triumph of Order: Democracy & Public Space in New York and London* (New York: Columbia University Press, 2009).

Reading Response Due.

Wednesday, March 4: Whose Streets?

Field Visit: Lafayette Square, Downtown St. Louis

Readings:

Philip S. Foner, "General Strike in St. Louis," *The Great Labor Uprising of 1877* (New York: Pathfinder Press, 1977).

Louis Adamic, "The Great Riots of 1877," *Dynamite: The Story of Class Violence in America* (Oakland and Edinburgh: AK Press, 2008).

Kelsey Klotz, "The Uneasy Past of the Veiled Prophet Organization," *The Common Reader* (January 24, 2018).
<https://commonreader.wustl.edu/c/uneasy-past-veiled-prophet-organization/>

Gregory Smithsimon, "A Stiff Clarifying Test Is in Order: Occupy and Negotiating Rights in Public Space," *Beyond Zuccotti Park: Freedom of Assembly and the Occupation of Public Space* (Oakland, Calif.: New Village Press, 2012).

Wednesday, March 11 – No Class, Spring Break

Wednesday, March 18: Midterm

Midterm Presentations

Wednesday, March 25: Whose Law, Whose Order?

Guest: Andrea Boyles, Associate Professor, Department of Criminology and Criminal Justice, Lindenwood University

Readings:

Robin D.G. Kelley, "Thug Nation: On State Violence and Disposability," *Policing the Planet* (New York: Verso Books, 2016).

James C. Scott, "The Infrapolitics of Subordinate Groups" from *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven, Conn.: Yale University Press, 1990).

Alex Vitale, "The Police Are Not Here to Protect You," *The End of Policing* (New York: Verso, 2017).

Reading Response Due.

Wednesday, April 1: Identity, Territory and Belonging

Field Visit: New Town

Reading:

Richard Sennett, "The Myth of a Purified Identity" and "How Cities Bring the Myth to Life," *The Uses of Disorder: Personal Identity and City Life* (New York: W.W. Norton & Company, 1970).

James Baldwin, "Stranger in the Village," *Notes of a Native Son* (Boston: Beacon Press, 1955, 1984).

Oscar Newman, "Territoriality," *Defensible Space: Crime Prevention Through Urban Design* (New York: Macmillan, 1972).

Wednesday, April 8: Spatial Citizenship

Field Visit: Fairgrounds Park and other locations TBD

Reading:

Gordon, *Citizen Brown: Race, Democracy and Inequality in the St. Louis Suburbs* (Chicago: University of Chicago Press, 2019), introductions and chapters 1 and 2.

Reading Response Due.

Wednesday, April 15: Prospects for Spatial Citizenship

Reading:

Gordon, chapters 3 and 4.

Mindy Thompson Fullilove, "Unceasing Struggle," *Root Shock: How Tearing Up City Neighborhoods Hurts America and What We Can Do About It* (New York: New Village Press, 2016).

Paul Lewis and Jon Swaine, "Ferguson Ablaze After Michael Brown Verdict: This Is A War Zone Now," *The Guardian* (November 25, 2014)

<https://www.theguardian.com/us-news/2014/nov/25/-sp-ferguson-ablaze-michael-brown-verdict-war-zone>

Reading Response Due.

Wednesday, April 22: Conclusions

Final Presentations. ***Final Work Due by Email at 5:00PM, Friday May 1.***

Assignments

1. Glossary

Each student will be assigned a date for which they must select a word or phrase from one of the readings, and both: write a short essay analyzing the usage of the word or term in the readings, and offering a critical definition of the term; and lead off the seminar session with a 10-minute informal presentation of the essay, which should spark conversation in class. The collective work will form a glossary for the seminar.

2. Reading Responses

Short (no more than 500 word) reading responses are due at dates indicated on the syllabus. These should be candid essays, raising questions or thoughts about the readings rather than repeating the readings. The brevity is important because these should be documents of the students' thinking rather than reports.

3. Midterm Project

The exact assignment of the midterm project will be circulated in the third week of seminar. The project will consist of the design of a political poster and a short essay. This work will be presented in the seminar.

4. Final Project

The final project will be a research program and paper on an aspect of the seminar. The paper will connect theoretical and historical readings to a specific site, building or place. The exact assignment will be distributed before midterm. Students will present the work in class.

Evaluation and Grading

The required work in the seminar will include short response papers, a midterm project, a final research project and participation in the course glossary, participation in discussion and attendance. The final grade will be based on this formula:

Midterm Project	20%
Final Project	30%
Reading Responses	20%
Glossary Project	10%
Attendance and Participation in Discussion	20%

Papers and work will be graded numerically out of 100 points. Final grades will be letter grades based on the following grading scale:

	Conceptual Considerations	Methodology	Craftsmanship	Integrative skills
A	New concepts are explored in original ways. Conceptual basis of project demonstrates clear grasp of complex issues (histories, social contexts, ecological issues). Project is fully developed and expresses a high level of investigative rigor.	Analysis demonstrates rigor and highly developed understanding of scope. Sophisticated and attentive design decision-making apparent throughout process. Logical, confident and iterative procedure generates design outputs that can be described and evaluated in terms of the process.	Clear connection between ideas and their investigation through careful manipulation of design representation and materials. Excellent craftsmanship displays thought and care. Clear demonstration of the importance of the artifact in design production. Attentiveness to the aesthetic of making.	New and complex issues are successfully integrated. Seamless integration of depiction and depicted. Comprehensive marshaling and conjoining of the physical, the conceptual and the representational.

B	Complex issues are adequately integrated. Project is well-developed and design outcomes show understanding of issues.	Process demonstrates adequate grasp of problems and issues. Clear use of iterative method. Source data employed throughout. Project process remains within the confines of the known.	Good quality work, with moderate appeal. Engagement with materiality of representation needs further work. Outputs would improve with greater attentiveness to quality of craft.	Design production shows real understanding of issues, problems, resources and process, but does not quite bring them all together in a unified articulation of design intent.
C	Project exhibits an inherent lack of conceptual engagement. The necessary components are gathered but are related and explored only superficially.	Clear and effective process never fully developed. Tentative and ill-defined methodology. Tendency to change from approach to approach without fully investigating any one method, suggesting uncertainty with respect to iterative procedures.	Crafted dimension of production distracts from design intent. Sloppy, ill-managed articulation of the artifact as an object. Ideas remain untransformed by the act of making.	Project remains on the level of a collection of disparate ideas and forms, weakly integrated or developed, and only marginally related to the singularity of the site, situation or program.
D	Project is inadequately developed in all areas. Heavy reliance on found materials. Project shows little or no regulation by means of conceptual thinking.	Inadequate development of project. Muddled thinking about process. Little or no clear methodological procedure utilized. No connection between design output and design process.	Poor quality or negligible craftsmanship. No sense of the development of an aesthetic. Outputs are uninspiring, timid and uncared for.	Little or no sense of the project as an interactive condition. Outcome does not relate to program, site or contexts. Failure of understanding with respect to the nature of design.

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. Canvas will only be used for a repository of readings and assignments.

Course Policies and Information for Students

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.

Seminar: *Oxford English Dictionary* definition 1.1: "A class at university in which a topic is discussed by a teacher and a small group of students." Origin: Late 19th century: from German Seminar, from Latin *seminarium* (see seminary).

Inclusive Learning Environment: 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.

1. ATTENDANCE POLICY

Attendance is mandatory, and will be documented for all course meetings. Sam Fox School students are expected to arrive ready to participate and be fully engaged in the day's coursework during the entire scheduled class period. Participation in major critiques and reviews by all students is essential to the development of all of students. Failure to do so will have an impact on your final grade.

Following university policy, class will begin promptly with the start time listed. Students are allowed two unexcused absences. After two unexcused absences, students will receive one full letter grade penalty for each subsequent absence. Three late arrivals and/or early departures will equal one absence. If a student misses more than 20 minutes of a class, they are considered absent. Missing a review or critique equals two absences. If a student must miss a critique, please inform the professor beforehand. Any student who misses class is responsible for contacting a fellow student to find out what they missed, for making up all work, and for being prepared for the next class. In the case of severe medical or family emergencies, contact the Associate Dean of Students Georgia Binnington as soon as possible at gbinning@wustl.edu or 314.935.6532.

2. PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS

Late work will lose a half-letter grade for each week that it is late, after being graded (so a B paper turned in one week late is a B- paper). Requests for extensions must be made before the start of the class session before the assignment is due. No explanations submitted along with late work will suspend these policies. Always consult the instructor if in doubt.

3. POLICIES ON MISSED EXAMS, MAKE-UP EXAMS OR QUIZZES

There are no exams in this seminar.

4. REGRADING POLICY

There is no regrading in this seminar.

5. REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE

Students should make every effort to consult with the instructor before submitting work. The instructor is available during office hours, by appointment and by email to review ideas for the papers.

6. GRADE DISPUTE POLICY

The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The School stresses that every effort to resolve this dispute be made by the faculty and student involved. A student's eligibility for advancement in sequential coursework requires timely resolution of the grade dispute. For more information visit https://samfoxschool.wustl.edu/files/Greivance%20Policy_Update%202019.pdf.

7. TECHNOLOGY POLICIES

Computers or other electronic devices, including "smart pens" (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor

other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom. Visit <https://sites.wustl.edu/insidesfs/it/> for more information.

8. LICENSE FOR NON-EXCLUSIVE RIGHT TO REPRODUCE AND DISTRIBUTE

Michael Allen has non-exclusive right to reproduce and distribute work produced in this class as part of a publication or body of work, which may include products from this course or other works. Students retain ownership of all rights held under copyright. This permission is revocable for 3 months following the conclusion of this course via notification in writing to Michael Allen.

9. ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY

Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University's academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask the instructor.

- Always cite sources when ideas are presented and/or language that was developed by another individual, including material from class lectures and discussions.
- Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.
- 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. If a student uses a device in such a manner, that student's participation grade will be reduced by three points for each infraction. If a student has an urgent need to communicate, the student should leave the seminar room to call, email or text. There will be no penalty.

10. RELIGIOUS HOLIDAYS

The Sam Fox School recognizes the individual student's choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.