

Faculty of Environmental Design

Course Title: Boston Field Trip

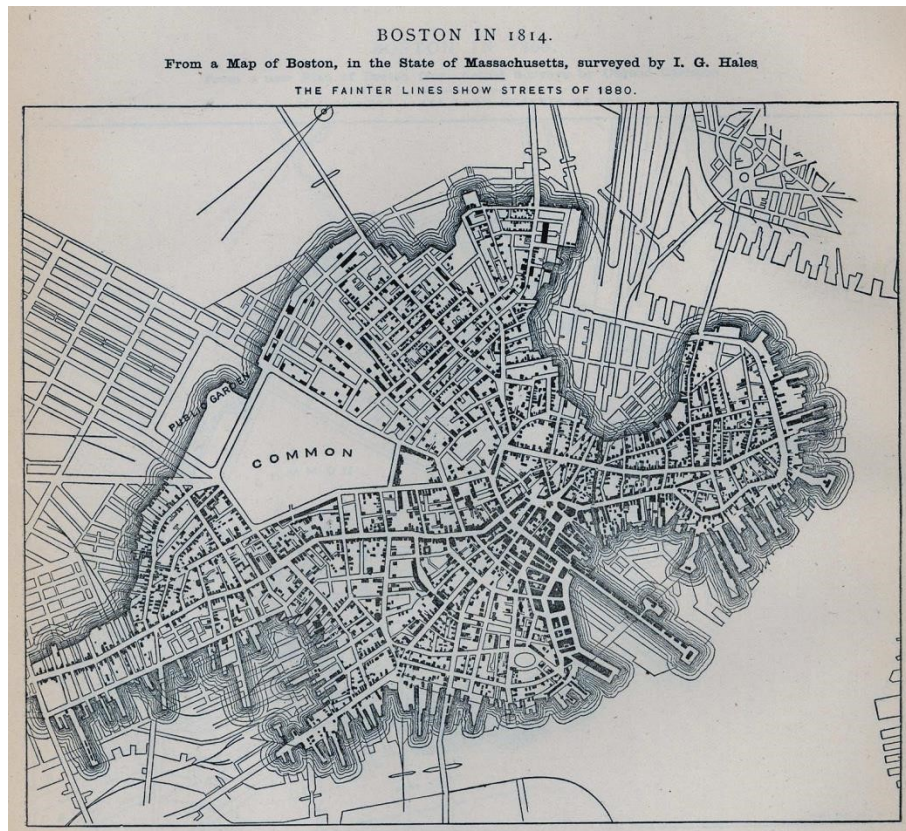
Course Number: EVDS 697.89

Instructor: Dr. Richard M. Levy, RPP, MCIP, rmlevy@ucalgary.ca

Session: Fall 2017

Time: Fall Block Week , Oct. 10-14

Location: Boston, Massachusetts



Introduction

Course Calendar Description

This field course will provide students in architecture, planning and landscape architecture with an overview of the history of Boston from colonial times to the present. Boston is a city in North American with a unique history. Founded in 1630, tracing the history of Boston from colonial times to the present will give students in this course an opportunity to see how cities change in response to economics, demographic and political forces. The goals of this course are to gain an understanding of how physical form reflects this history.

Objectives

Students in architecture, planning and landscape architecture will be provided with an overview of the history of Boston's development from colonial times to the present. Geography, economics and local politics have all influenced the growth and design of Boston. By studying Boston, students will be given a framework that will lead to understanding the forces shaping other North American cities. Readings will focus on explaining how topography, economics, politics, cultural life and technology have all affected the scale and complexity of the city's physical form during its almost four centuries of history. Within this context, consideration will be given to design at the scale of the building, lot, street and neighborhood. A central concern in this course will be an appreciation for the urban morphology and forces that shaped Boston's physical form. Walking tours, maps, and virtual 3D models will be used to illustrate how the quality of urban spaces has changed since colonial times.

As a colonial city of less than 10,000 citizens, Boston had the structures and form characteristic of a small trading outpost. By the 19th century, rapid population growth transformed it into a major world centre of economic and commercial activity. Though only fragments of the colonial past remain, the organic street pattern of this early colonial city can be seen. With growth in population and industrial activity, the city was forced to expand its boundaries into the bays and wetlands surrounding it to the West. City planning, urban design and architectural design reflect the new wealth from business activity. Though still a walkable city in scale, new residential neighborhoods made it possible for Boston to increase in size and population. By the mid-19th century the citizens of Boston would be commuting by streetcars from the neighborhoods of Roxbury, Westchester, and Brighton. Like many other cities from this period, public transit made it possible to live at a distance from work. The late 19th century saw the emergence of commercial office buildings and department stores. After the great fire of 1872, Boston, like many other North American cities fire proof building codes were initiated, altering building design. In Boston, students will be able to see works representative of each major period of architectural design from colonial times to the present. Students also will have an opportunity to see the works of Bulfinch, H.H. Richardson, McKim, Mead and White, Ware, Gropius, Corbusier, Josep Sert, Alva Aalto, Eduardo Catalano, I. M. Pei, Frank Gehry and Euro Saarinen, to name a few.

With rapid urbanization Boston expanded its public park system. Under the direction of Frederick Law Olmsted, a series of connected parks, "The Emerald Necklace" was created that provides Boston with a linear park system and serves as a drainage basis for the area. With the Boston Commons to the east and Franklin Park to the west this series of connected parks includes pedestrian pathways, public gardens, ponds and an arboretum. Students will observe different approaches to campus planning during their visits to Harvard and MIT. Discussion will also focus on how each relates to the immediate surroundings.

In the period since the WWII, Boston like many cities in the Northeast embraced an urban renewal which resulted in the destruction of older neighborhoods. The design and construction of the Government Centre will be considered against this backdrop. Massive federal funding under the BRA (Boston Redevelopment Authority) was provided for projects that were to revitalize large areas of the city. Failures and successes from this period will be examined to reveal lessons learned in making cities more livable places. In examining more recent history, students will understand how urban planning

has created new opportunities to reclaim the Boston waterfront. With the completion of the Big Dig, Boston has been able to unite neighborhoods once walled off by massive viaducts built in the 1950's. Students will gain an appreciation first hand on how cities are making themselves more pedestrian friendly. Boston like many cities in North American is building on its early history as a walking city to create an urban life less dependent on automobile.

Teaching Approach

As a field study course each topic area is presented primarily through walking tours. Student presentations will be an important part of the course. The final paper will be submitted before the end of term.

Topics

- Founding of Boston
- Early Colonial Life
- Boston, the shipping and trading centre
- Commercial development and the City of Boston
- Park development and the "Emerald Necklace"
- The development of the East Bay
- Street car suburbs and the development of Boston's Neighborhood
- The role of public parks in the life of the city
- The emergence of a Financial District
- College campus planning, MIT and Harvard
- Highways and viaducts
- Urban redevelopment projects in the 1960's and 1970's
- The Big Dig and Reclaiming the waterfront and urban revitalization

Content: Topic Areas & Detailed Class Schedule

Itinerary		
Day	Time	Destination
1	Morning	North End
		Washington Street
	Afternoon	Lunch Break
		Theatre District
		Beacon Hill
2	Morning	Government Center
		Downtown Planning
		Lunch Break
	Afternoon	Waterfront
		Financial district
3	Morning	Cambridge
	Afternoon	Lunch Break
		Harvard University Campus/ MIT
4	Morning	Back Bay
	Afternoon	Lunch Break
		Isabella Stewart Gardner Museum
		Museum of Fine Arts

Means of Evaluation

The course evaluation will be based on the assignments completed during the term, which includes written assignments, presentation of work and two hourly exams.

- 1) Student presentations given during the block week course – 20%
- 2) Class participation - 15%
- 3) Final Paper - 65%

Prerequisites

There are no prerequisites for this course. If you have any questions about this course please contact the instructor at rmlevy@ucalgary.ca

Required Readings: (See D2L)

Suggested Readings in Architecture and Urban Planning

Appleyard "Styles and Methods of Structuring a City" in Humanscape: Environment for People, North Scituate, MA: Duxbury Press, 1978, pp. 70-81.

Attoe, Wayne and Logan, Donn, (1989) American Urban Architecture, Catalysts in the Design of Cities, Berkeley, California, University of California Press.

Bacon, E., Design of Cities, New York, New York: Penguin Press, 1969.

Lynch, K., (1982) The Image of the City, Cambridge, Massachusetts: The MIT Press.

Jacobs, Allan B. (1985) Looking at Cities, Cambridge, Massachusetts: The MIT Press.

Rowe, Peter, Design Thinking, Cambridge, Massachusetts: The MIT Press, 1987, ch. 1.

Whyte, William H., City, Rediscovering the Center, New York: New York, Anchor Books, Publishers, 1988.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

Notes:

- A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Notes:

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<https://www.su.ucalgary.ca/contact/>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.ucalgary.ca/ombuds/>).