

UST 201: BUILDING CLEVELAND: ARCHITECTURE, PLANNING, AND SOCIETY

3 credits

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Office Hours: By appointment, via zoom (email for an appointment and link)
Format: On-line, asynchronous (no in-person or live zoom meetings)

COURSE DESCRIPTION

This course focuses on the history of architecture and urban form in Cleveland. Once one of the nation's largest cities and industrial powerhouses, the built environment of Cleveland provides us with tangible evidence of the city's settlement, growth, and ultimate decline. This survey course introduces students to major movements in U.S. architecture and urban form, as manifested in Cleveland and its environs.

This is a survey course that provides an overview of the history of architecture and urban form, as manifested in Cleveland's built environment. It will allow students to develop an understanding of the city as a human creation and the city's built environment as an expression of the human condition. In this way, the city is a cultural artifact that provides a lens into the lived experience and history of the city.

LEARNING OUTCOMES

At the end of the semester, students will be able to:

- Describe the major periods of architecture and urban form typical to U.S. cities and apply those Cleveland's built environment,
- Explain how Cleveland's evolution manifests in its built environment, and
- Research Cleveland's architecture and urban built environment.

COURSE FORMAT

The course is on-line and organized in four modules, plus a final week on researching the built environment. Each module includes weekly recorded lectures and readings. Students will complete four discussion posts (one per module), four exams (one per module), and an exercise on researching the built environment.

REQUIRED TEXTBOOK AND OTHER COURSE MATERIALS

There is no required textbook for this course. All required readings are on Blackboard

GRADING & ASSIGNMENTS

Assignments are due on the dates indicated. Students must submit all work through Blackboard. **Email submissions are not accepted.** The discussion board posts may be single-spaced. There is no make-up for exams and only under exceptional circumstances will I

accept late exams. You can complete the exams any time during the week they are due, but not after the due date. Late final projects will lose **two points per day**. Considerations for late work will only be made under exceptional circumstances including unforeseen events that you cannot plan for. Regular responsibilities related to work, classes, family obligations, and so forth are not exceptional circumstances. Please plan in advance and submit work early, if necessary. I reserve the right to grant some degree of flexibility for late work.

Assignment	Points	Due Date
Discussion Post #1	5	September 10
Module 1 Exam	15	September 17
Discussion Post #2	5	October 1
Module 2 Exam	20	October 15
Discussion Post #3	5	October 29
Module 3 Exam	20	November 12
Discussion Post #4	5	November 27*
Module 4 Exam	15	December 3
Researching the Built Environment Exercise	10	December 10
Total	100	

**All assignments are due on Sundays, except for Discussion Post #4, which is due on a Monday so that you do not have work due on Thanksgiving weekend.*

Discussion board posts

The discussion board prompts require students to critically reflect upon the required materials for a specific set of weeks. Each discussion board post should be a minimum of 200 words. You will not earn full credit for posts that are shorter than this.

Exams

There are four exams - one for each module. The exams include multiple choice, fill-in, and image identification questions. Each exam will also include one essay question. You will have 75 minutes to complete each exam. If you have any ODS accommodations related to the time for exams, this will be automatically set for you in Blackboard. Once you start an exam, you must finish it. You cannot close it and return to it later. All exams are open book/open note.

Researching the Built Environment Exercise

This assignment is worth 10% (10 points) of your total class grade. You will complete the recorded video lecture assigned for week 15. You will then follow my prompts in the “Researching the Built Environment” exercise template (found on Blackboard) to research a building in Cuyahoga County. I have provided a list of suggested buildings (list can be found on Blackboard). **If you would like to select a different building, you must obtain prior approval from me first. There are no exceptions to this requirement.** If you focus on a building not on my list without prior approval, you will automatically lose 5 points off of the assignment. **You will submit the assignment via Turn-It-In which has both plagiarism and AI detection.** Using AI to complete your paper is a form of academic misconduct. I will report all such cases to the university as a minor infraction and you will earn a zero on the assignment.

Grading Scale

A	94-100	B	83-86	C	70-76
A-	90-93	B-	80-82	D	60-69
B+	87-89	C+	77-79	F	< 60

An incomplete (“I”) will only be given when work in the course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An “I” grade can be assigned by the instructor when **all three** of the following conditions are met: (1) student is regularly attending/participating in the class and has the potential to pass the course, (2) student has not completed all assignments and has stopped attending and participating for reasons deemed justified by the instructor, and (3) student has notified the instructor prior to the end of the grading period.

SCHEDULE CHANGES

This syllabus is a template for the class and may be altered or revised at the instructor’s discretion. Unforeseen circumstances may result in schedule changes. All schedule changes will be announced via email and posted under “Announcements” on Blackboard. It is imperative that you check your CSU email frequently for course updates and reminders.

GENERAL EDUCATION STATEMENT

This class meets the requirements as a general education Arts and Humanities course. Skill areas for this class are critical thinking, information literacy, and writing. To fulfill the Arts and Humanities general education requirement, the course provides students with background knowledge and analytical skills that will allow them to

- a) Demonstrate understanding of how human beings interpret, translate, and represent diverse experiences of the world through language, literature, the historical record, philosophical systems, images, sounds, and performances.
- b) Apply that understanding to the human condition, cultural heritage, cultural artifacts, creativity, and history.

Critical Thinking

1. At least 15% of the student’s grade in the course is based on an evaluation of critical thinking.
2. Students will attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).

Information Literacy

1. At least 15% of the student’s grade is based on an evaluation of information literacy.
2. Students will evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.
3. Students will address the ethical and legal uses of information.

Writing

1. Designate that at least 15% of the student’s grade in the course is based on an evaluation of writing.
2. Include writing assignments that directly relate to the course goals.

3. Include instruction in writing-to-learn and/or writing-to-communicate. While writing-to-learn emphasizes the student's experience, writing-to-communicate highlights the reader's experience. Both are necessary to produce a thoughtful text that observes academic writing's conventions. Discussion board posts are writing-to-learn exercises, while the researching the built environment exercise is a writing-to-communicate assignment.
4. Require that students write a total of 2,000 words (8 pages, double-spaced, in 12-point font, with 1" margins) in multiple assignments. You will write four discussion posts of 200 words each, for a total of 800 words. The remaining writing will occur in essay questions on exams and via the researching the built environment exercise.
5. Assign writing throughout the semester.

CLASS CONDUCT

It is your responsibility to read the materials, participate, and maximize your learning. If you run into difficulties or encounter issues completing your work, reach out to me ASAP.

DISABILITY STATEMENT

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The office is located in Rhodes West 210. Accommodations need to be requested in advance, with proper documentation provided, and will not be granted retroactively.

WRITING ASSISTANCE

Students are encouraged to visit CSU's Writing Center for writing assistance. Call (216) 687-6981 for appointments (Rhodes Tower 124). The Writing Center also offers on-line help at: <https://www.csuohio.edu/writing-center/writing-center>.

PLAGIARISM

Plagiarism will not be tolerated. CSU's penalties for plagiarism can be found at: <https://www.csuohio.edu/sites/default/files/3344-21-consolidated.pdf>. When you quote, put the statement in quotation marks and document the source with an in-text citation. Paraphrasing is when you restate an author's words or ideas. All paraphrased information must have an in-text citation. You must also include an appropriately formatted bibliography. A paper with a bibliography but no in-text citations is plagiarized. For more information on plagiarism, see: <https://www.csuohio.edu/writing-center/plagiarism>. Using AI to complete your work also falls under CSU's academic misconduct policy. I report all instances of academic misconduct to the university. Because your assignments are individually worth less than 25% of your course grade, plagiarism or the use of AI to complete your work is a minor infraction, resulting in a zero on the assignment. Be aware that two minor infractions - even if in different classes or in different semesters - results in a failing grade for the class in which the second minor infraction occurs.

TECHNICAL ASSISTANCE

Contact the Center for E-Learning (<http://www.csuohio.edu/elearning/>) for assistance with Blackboard.

UNIVERSITY DEADLINES

Last day to drop:	September 8, 2023
Last day to withdraw:	November 3, 2023

Weekly Course Schedule

	Week	Video Lecture	Readings	Assignment
Module 1: Architecture, Urban Form, & Early Development in Cleveland	1 Week of Aug. 28	Course overview	Barke, "The importance of urban form as an object of study," <i>Teaching Urban Morphology</i> , pp. 11-30	none
		The study of architectural history and urban form	Conzen, "The study of urban form in the United States," <i>Urban Morphology</i> 5, no. 1 (2001): 3-14	
	2 Week of Sept. 4	Cleveland as a case study in architecture and urban form	Timeline of Cleveland History and Architecture , Encyclopedia of Cleveland History	Discussion Post #1 Due: Sept. 10 5 points
			History of Cleveland & NEO: Home and Cleveland Neighborhood History: Home (explore the various links and research guides available)	
	3 Week of Sept. 11	Early settlements and expansion through the Civil War	Miller & Wheeler, "Part 2: Commercial Village to Commercial City," <i>Cleveland: A concise history, 1796-1996</i>	Module 1 Exam Due: Sept. 17 15 points
			Civil War Cleveland , Cleveland Historical [main page + each institution/tour location page]	
			" Civil War ," Encyclopedia of Cleveland History	

	Week	Video Lecture	Readings	Assignment
Module 2: The Architecture and Urban Form of Industrialization (1870s-1920s)	4 Week of Sept. 18	Downtown development & commercial architecture	Poppeliers & Chambers, "Chicago School," <i>What Style is It: A Guide to American Architecture</i>	none
			Architecture , Encyclopedia of Cleveland History	
			Cleveland Warehouse District , National Park Service	
			Euclid Avenue , Encyclopedia of Cleveland History	
	5 Week of Sept. 25	Civic architecture and urban space + the architecture of industry	The City Beautiful Movement , Encyclopedia of Chicago	Discussion Post #2 Due: Oct. 1 5 points
			City Planning , Encyclopedia of Cleveland History	
			Raponi & Rotman, Group Plan , Cleveland Historical	
			University Circle: A Cultural Necklace , Cleveland Historical	
			" The beginnings of Cleveland Metroparks ," Cleveland Metroparks	
	6 Week of Oct. 2	Neighborhoods, Cleveland Vernacular, and Immigration	McAlester, <i>A Field Guide to American Houses</i> , pp. 5-20	none
			Home Styles , Cleveland Restoration Society	
			Immigration and Migration , Slavic Village/Broadway and Hungarians , Encyclopedia of Cleveland History	
	7 Week of Oct. 9	Streetcar suburbs	Cleveland Heights , Encyclopedia of Cleveland History	Module 2 Exam Due: Oct. 15 20 points
			Cedar Fairmount , Cleveland Historical	
			Molyneaux & Sackman, "1912 to 1930: the Van Sweringen Era," <i>75 Years: An Informal History of Shaker Heights</i> , 23-48	

Module 3: Mid-century Architecture and Urban Form (1930s-1970s)

Week	Video Lecture	Readings	Assignment
8 Week of Oct. 16	The New Deal, Art Deco, & Art Moderne	“New Deal projects in Cleveland,” Living New Deal [<i>explore links</i>] “Works Progress Administration,” Encyclopedia of Cleveland History “Art Deco Style, 1925 - 1940,” Pennsylvania Historical & Museum Commission DeMarco, “Cleveland’s stunning Greyhound Station at 70,” Plain Dealer	none
9 Week of Oct. 23	Zoning & early public housing	Gardner, “A History of Zoning in Three Acts - Part I,” Strong Towns Zoning 101, Ohio Department of Health Central, Encyclopedia of Cleveland History Public Housing and Cuyahoga Metropolitan Housing Authority, Encyclopedia of Cleveland History Lakeview Terrace, Outhwaite Homes, Cedar-Central, Cleveland Historical	Discussion Post #3 Due: Oct. 29 5 points
10 Week of Oct. 30	Urban renewal, Modern architecture, & Brutalism	Styles of the Modern Era, DOCOMOMO_US Jenkins, “Before downtown: Cleveland, Ohio, and urban renewal, 1949-1958,” <i>Journal of Urban History</i> 27, no. 4 (2001): 471-496 Souther, “Acropolis of the middle-west,” <i>Journal of Planning History</i> Erievuew, Encyclopedia of Cleveland History	none
11 Week of Nov. 6	Post-war suburbs and highways	Joo, “The Root and Development of Suburbanization in America in the 1950s,” <i>International Area Review</i> , 12 (1): 2009, 65-79 Ruff, “Levittown: The Archetype for Suburban Development” Suburbs, Encyclopedia of Cleveland History “Randall Park Mall: The Short Career of ‘The World’s Largest Shopping Center’,” Cleveland Historical	Module 3 Exam Due: Nov. 12 20 points

Module 4: Post-industrial & Postmodern Architecture & Urban Form (1980s - present)	Week	Video Lecture	Readings	Assignment
	12 Week of Nov. 13	Postmodern architecture & urban planning	" Postmodernism ," RIBA Architecture	none
			Souther, "Chapter 5: 'Color, Pizzazz, Magnetism, Lift'," <i>Believing in Cleveland</i> , pp. 121-146	
			Raponi, " 200 Public Square ," Cleveland Historical	
	13 Week of Nov. 20	Urban decline, neighborhoods, community development & historic preservation	Ryberg-Webster, "Urban Pioneering in the Age of Decline" In <i>Preserving the Vanishing City</i>	Discussion Post #4 Due: Nov. 27 (*note this is a Monday!) 5 points
			Akers, Beal, and Rousseau, "Redefining the city and demolishing the rest," <i>Environment and Planning E</i> , 3, no. 1 (2020): 207-227	
			Ryberg-Webster, "Heritage amid an Urban Crisis: Historic Preservation in Slavic Village," <i>Cities</i> 58 (2016): 10-25	
			" Lee-Harvard: The Suburb in the City ," Cleveland Restoration Society	
	14 Week of Nov. 27	Sustainability, infill, and the future of Cleveland's built environment	Keating, "Redevelopment of vacant land in the blighted neighbourhoods of Cleveland, Ohio," <i>Journal of Urban Regeneration and Renewal</i> , 4 (1): 39-52	Module 4 Exam Due: Dec. 3 15 points
			Cooley, " Urban Farms are Proliferating in Cleveland ," July 17, 2017	
			Barry, " The Lumen's grand opening shows Cleveland is ready for new construction ," News5Cleveland, October 8, 2020	

Researching the Built Environment	15 Week of Dec. 4	Researching the history of architecture and urban form	Schmidt, “ Using Archives: A Guide to Effective Research ,” Society of American Archivists (<i>skim all links in the Table of Contents</i>)	Researching the Built Environment Exercise Due: Dec. 10 10 points
			“ History of Cleveland & NEO: Home ” Michael Schwartz Library (<i>explore the links and research guides</i>)	
			“ Cleveland Neighborhood History: Home ,” Michael Schwartz Library (<i>explore the links and research guides</i>)	
			Explore the following websites: Western Reserve Historical Society Research Library Cuyahoga County Archives Cleveland Memory Project Cleveland Public Library, Special Collections Cleveland Public Library, Map Collection Cleveland Public Library, Public Administration Library	