

DePaul University
School For New Learning
AI 270 DESIGN FOR LIVING –Loop Campus
Fall 2008

Faculty: Timothy W. Hill
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Hours: Wednesdays
6:00 pm to 9:00 pm
September 10th to November 5th, 2008

Location: Loop Campus

Quarter Hours Credit: 4

To complete this course successfully, a student will negotiate with the instructor to achieve two competencies and will:

A5 Can define and analyze a creative process.

A-1-X Interpreting Art Category –Written by student/faculty.

A-2-X Creative Expression Category –Written by student/faculty.

H-1-X Communities and Societies Category --Written by student/faculty.

FX To be negotiated with Instructor.

Course Description:

The purpose of this course is to develop an awareness, understanding and analysis of the Chicago-area urban environment. Architectural, public art, urban design and urban planning elements, techniques and issues will be presented with downtown Chicago as the primary study area. Specific projects and plans will be analyzed from various perspectives, such as: historical, social, technical, functional, aesthetic, and symbolic. Comparisons will be made with projects in other urban areas. The Plan of Chicago 1909 will form a framework for reviewing subsequent planning efforts. Issues, projects and plans for contemporary and future Chicago will also receive attention. Students will be expected to participate in this study effort, via tours, discussions and presentations.

Expected Outcomes:

Upon successful completion of this course, students will:

- (1) Understand basic principles and elements of urban plans and designs.
- (2) Know and understand the growth and development of Chicago, as manifested in its built environment.
- (3) Understand and appreciate the form and function of public art, especially as displayed in Chicago's downtown area.
- (4) Be able to review and analyze specific urban plans and designs, within various contexts: historical, social, technical, functional, aesthetic and symbolic.

Learning Strategies:

The course will attempt to capitalize on primary resources available to the class, two of which are the proximity of downtown Chicago and the expected knowledge/experiences of the adult students taking the class.

- (1) Readings
- (2) Lectures
- (3) Slide Presentations
- (4) Discussion Sessions
- (5) Field Tours
- (6) Student Presentations

Learning Tools:

- | | |
|---------------------------------|---------------------------------------|
| Chicago, Growth of A Metropolis | (Mayer & Wade) |
| Chicago's Famous Buildings | (Schulz & Harrington) –latest edition |
| Lost Chicago | (Lowe) |

Suggested:

- Chicago: A Geography of the City and its Region (Hudson)
- The Chicago School of Architecture (Condit)

Design for Living

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Evaluation:

Criteria: Each student should be able to:

- (1) Understand and analyze the essential features of an urban plan.
- (2) Review and analyze specific elements and impacts of various urban plans.
- (3) Understand and study contemporary and future plans/designs proposed for the Chicago area.
- (4) Review, relate and analyze various types of public art as it relates to open space, building projects, and human activity areas.
- (5) Understand the development, form and placement of public art as relates to open space, building projects, and human activity areas.
- (6) Identify architectural types, styles and design techniques.
- (7) Trace the development of commercial architecture in Chicago focusing on major developments: Chicago School of Architecture, Historical Styles, Art Deco, Modern, and Post-Modern.
- (8) Compare Chicago-area architecture and design with projects in other areas.

Techniques:

The evaluation of student learning will be based on student participation, completion of a separate report for each competency, and perhaps an oral report. Student interpretations, involvement, interest, and impressions are stressed:

A5 Define creativity and note different forms, expressions and manifestations. Analyze creativity factors as expressed in different life stages by an artist, inventor, innovator, or significant thinker. Reflect on how one's vision of life and life's patterns can be affected by participating in the CREATIVE PROCESS.

A-1-X Interpreting Arts Category –Written by student/faculty. Can review and assess a particular design, form, or artistic expression. Use historical, social, and geo-political references, as well as those to the other fine arts. Offer alternative design scenarios and expected positive and negative affects.

A-2-X Creative Expression Category –Written by student/faculty. Plan and design an object, building, or urban form with specific short-term and long-term goals stated and incorporated in the design. Relate to contemporary form and design issues and how they might affect society.

H-1-X Communities and Societies Category–Written by student/faculty. Prepare and plan a change strategy for a specific community group or institution. Consider and incorporate the concerns of affected parties. As appropriate, prepare alternative plans with multiple scenarios and affects realized over time.

FX To be negotiated with Instructor

Tentative Schedule for Fall 2008
DESIGN FOR LIVING

1st Session
September 10 INTRODUCTION
- Course outline, objectives, strategies, requirements
- Student introductions
- Early Chicago Development
- Chicago Imagery

2nd Session
September 17 RISE OF THE SKYSCRAPER
- Development Factors
- Development Features
- Chicago School of Architecture

3rd Session
September 24th RESIDENTIAL ARCHITECTURE
-Historic Styles
-Prairie School

4th Session **-DOWNTOWN CHICAGO WALKING TOUR**
SUNDAY September 28

5th Session
October 1st PLANNING & DEVELOPMENT
- 1909 Plan of Chicago
- Community Plans
- Site Plans

6th Session
October 8th PUBLIC ART
- Historic
- Mega-Sculpture
- Humanistic

****OUTLINE OF FIRST REPORT DUE** (include fax number)**

7th Session
October 15 URBAN DESIGN/DEVELOPMENT ISSUES/Nighttime Tour
- Urban Design Elements
- Streets, Malls, Plazas, Walkways, Public Art
- North Michigan Avenue

8th Session
October 22

ARCHITECTURAL DEVELOPMENT (1910-1940)

- Classical Styles
- Historic Forms
- Art Deco
- Oral Reports

****1ST REPORT DUE****

9th Session
October 29

ARCHITECTURAL DEVELOPMENT (1950-1980)

- The Miesian Dialect
- Mega-Structures
- Social, Economic, Technical Issues
- Oral Reports

10th Session
November 5

POST-MODERN ARCHITECTURE IN CHICAGO

- Historical Themes
- Millennium Park
- Soldier Field

****2ND REPORT DUE** include SASE**

Tim Hill has served as Visiting Faculty member for the School for New Learning since 1981. He also served as Manager in the Journals Division of the University of Chicago Press, the oldest and largest university press in North America. From 1983 to 1993 he associated in the publishing of architect Harry Weese's landmark Inland Architect Press. He holds a Bachelors degree in Political Science and a Masters degree in Urban Planning from the University of Michigan.

Throughout the conduct of his course obligations, Tim Hill pledges to uphold DePaul University's and the School for New Learning's guidelines on academic integrity, as published by the University.

In addition, Tim Hill adheres to the SNL "Incomplete Grades" policy as issued.

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.