MIT – SA+P Fall 2022 4.228 Contemporary Urbanism Proseminar: Theory and Representation



Photograph from California World's Fair Commission, California at the World's Columbian Exposition, 1893. Found in Ickx, Wonne. "The Chicago Stump." In Ecology, edited by Matteo Ghidoni, 28-31. San Rocco 10, 2014.

CONTEMPORARY URBANISM PROSEMINAR

THEORY AND REPRESENTATION

Instructor:

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Schedule: W 2:00 - 5:00 pm EST

1-150

Credits: 3 - 0 - 6 G / 3 - 0 - 9 G

INTRODUCTION

A Giant Sequoia known as the General Noble Tree lived for roughly three millennia in the Converse Basin Grove of Northern California until, on August 12, 1892, four axes set in motion the monthlong process of felling it. The 50 feet of scaffolding installed to elevate the lumberjacks tasked with this endeavor attest to the fact that this was no arbitrary decision. In fact, once felled, General Noble was sliced up and shipped to the 1893 World's Columbian Exposition in Chicago. Installed in an area of the fair that would later come to be known as the 'White City,' General Noble was reassembled and exhibited to celebrate the 400th anniversary of Christopher Columbus' inaugural trip across the Atlantic. Not only was its massive trunk mined and hollowed out upon its arrival to site, but its interior was outfitted with a series of platforms, a winding staircase, electric lighting, and photographs detailing its deracination, transportation, and reassembly¹.

Upon the closing of the Chicago Fair, the 30-foot-wide trunk was moved to Washington D.C. where it found a new life (or death) at the entrance of the National Mall. There, General Noble was capped with a cupola roof and served as a touristic attraction for several decades until the Department of Agriculture found in its rapid deterioration enough reason to turn it into a storage shed away from the public gaze. Not much would be heard of the stump in the following decades. One of the last explicit mentions of it exists in records that trace its arrival to the Department of Agriculture's experimental farm in Arlington County in the 1930s. There, it would decay until the establishment of the Pentagon on that same site a few years later.

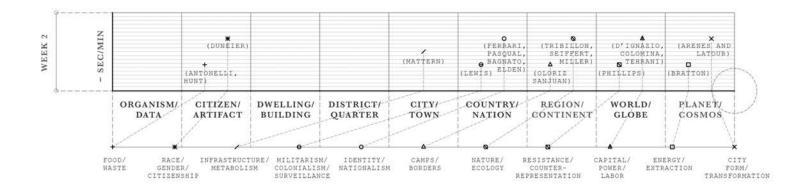
General Noble's life, from its sprouting and steady growth in a free continent to its brutal felling and journey across newly settled territory is but one example of how planetary timescales—particularly those that extend beyond human lifecycles—are forced to serve the interests of a single species. Mined, extracted, channeled through extensive networks of infrastructure, and transported from invisible enclaves to centers of power, they are made to play key roles in the accumulation of capital, the invention of national identities, the commemoration of colonial histories, and the aestheticization of violence against the planet. These processes operate—purposefully and by design—across various territories and timescales to impact the conditions of contemporary urbanism. Making legible their operations demands designing urgent alternatives to the vocabularies and metaphors defining the late fortified city—ones that for too long have solely privileged both its visible/cartographic transformations, and the specific intervals of time through which such transformations can best be observed.

In moving towards territorial representations of urbanism, this seminar foregrounds the diverse geographies and timescales through which the factors conditioning the contemporary city can be observed, theorized, and represented. It does away with the trope of thematically partitioning the city—and the exploration of a different topic every week—to instead examine how all such issues collectively impact, or are impacted by, different spaces and temporalities. As evidenced by the course diagram on the following page, each session of this seminar will focus on a different relationship between space and time. Much like photographs taken at different exposures, each week will offer a different resolution (or reading) of key challenges impacting the mechanisms of urbanization today. In doing so, the seminar offers a more complicated understanding of, and engagement with, the possibilities, limitations, and agency of design in tackling the challenges of the 21st century.

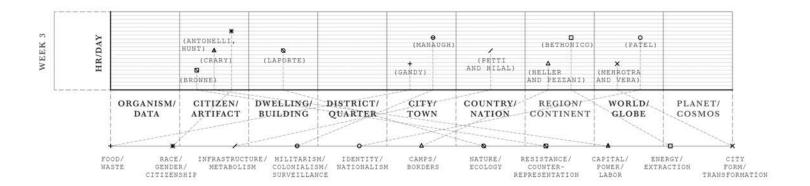
¹ Ickx, Wonne. "The Chicago Stump." In Ecology, edited by Matteo Ghidoni, 28-31. San Rocco 10, 2014.

WEEK 2: TRACES OF AN URBAN PULSE

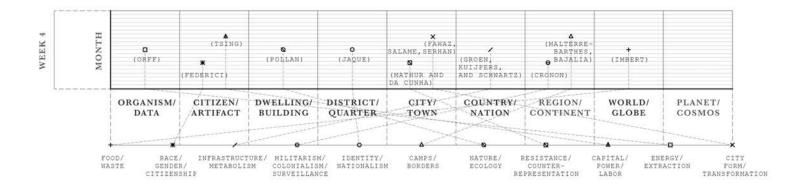
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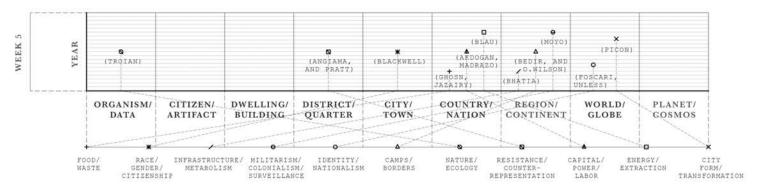


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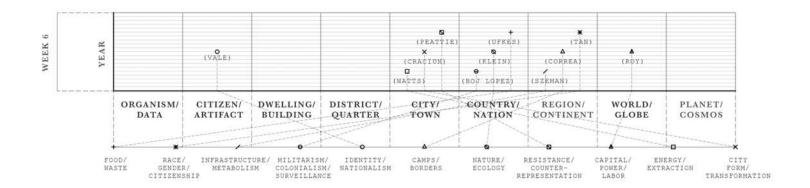


WEEK 5: THE RISE OF TERRITORY (1)

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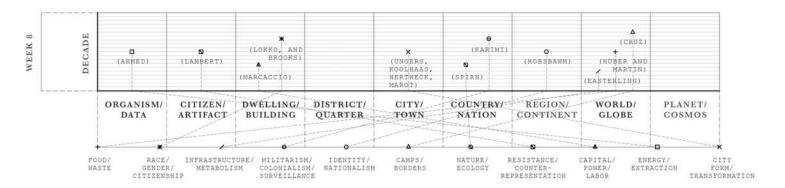


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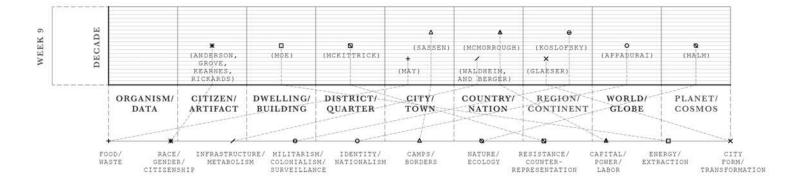


WEEK 8: CONSTRUCTING RIFTS, RHYTHMS, AND RITUALS (1)

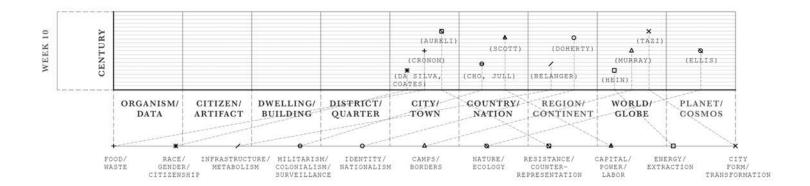
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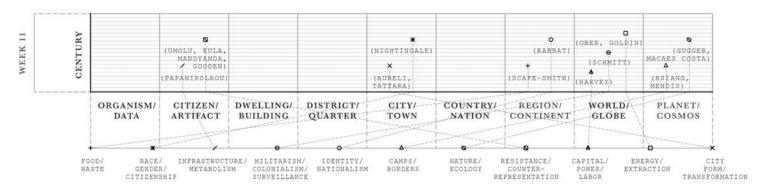


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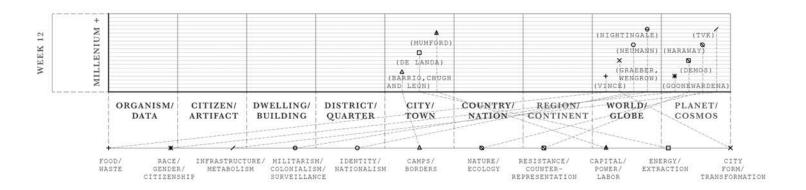
WEEK 11: CENTENNIAL RESURRECTIONS (2)

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W1
                                          SEP 7
                                INTRODUCTION
                                            W2
                                                   + READING RESPONSE
                                         SEP 14
                                                   + SETTING THE TABLE
                     TRACES OF AN URBAN PULSE
                                            W3
                                                   + READING RESPONSE
                                         SEP 21
                                                   + SETTING THE TABLE
                                                   + ATLAS: BLURB AND DRAWING_1 + CAPTION
                  POLITICS OF A DARKENING SKY
                                            W4
                                                   + READING RESPONSE
                                         SEP 28
                                                   + SETTING THE TABLE
          SEASONS OF ABUNDANCE AND SCARCITY
                                            <u>W5</u>
                                                  + READING RESPONSE
                                         OCT 5
                                                  + SETTING THE TABLE
+ ATLAS: ABSTRACT AND DRAWING_2 + CAPTION
                      THE RISE OF TERRITORY (1)
                                            W_6
                                                   + READING RESPONSE
                                        OCT 12
                                                   + SETTING THE TABLE
                      THE RISE OF TERRITORY (2)
                                            <u>W7</u>
                                        OCT 19
                                                   +ATLAS: DRAWINGS 1 TO 4 + CAPTIONS
                           WORKING SESSION (1)
                                            <u>W8</u>
                                                   + READING RESPONSE
                                        OCT 26
                                                  + SETTING THE TABLE
 CONSTRUCTING RIFTS, RHYTHMS, AND RITUALS (1)
                                            W9
                                                  + READING RESPONSE
+ SETTING THE TABLE
                                         NOV 2
 CONSTRUCTING RIFTS, RHYTHMS, AND RITUALS (2)
                                                   +-ATLAS: DRAWING_5 + CAPTION
                                           W10
                                                   + READING RESPONSE
                                         NOV 9
                                                   + SETTING THE TABLE
                 CENTENNIAL RESURRECTIONS (1)
                                           W11
                                                   + READING RESPONSE
                                                   + SETTING THE TABLE
                                        NOV 16
                                                   + ATLAS: DRAWING_6 + CAPTION
                 CENTENNIAL RESURRECTIONS (2)
                                           W12
                                                   + READING RESPONSE
                                        NOV 23
                                                   + SETTING THE TABLE
ECHOES OF THE ICE AGE AND THE ANTHROPOCENE
                                           W13
                                        NOV 30
                                                   + ATLAS: DRAWINGS 1 TO 8 + INTRODUCTION
                           WORKING SESSION (2)
                                           W14
                                         DEC 7
                                                   + ATLAS: PRESENTATION OF FINAL DRAWINGS
                                 FINAL REVIEW
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+ FULL ATLAS SUBMISSION ON WEDNESDAY, DECEMBER 14 AT $9:00\,$ AM EST

RESPONSIBILITIES

(1) Weekly Reading Responses and Participation:

In this seminar, reading responses are opportunities for you to consolidate your reactions to, doubts about, or agreements and contentions with the themes and authors presented every week. They are *not* instruments to measure how well you read, or worse, if you've simply completed the assigned readings. Instead, think of them as invitations to compose your thoughts and positions as you prepare for our table discussions. How would *you* like to participate in the conversation? Which ideas or precedents would you like *us* to collectively engage with? These reflections, then, are essential contributions to the quality of our shared debates (and should not be seen, or written, as evidence of individual mastery or performance). They are, ultimately, collective undertakings carried out individually. Please upload your responses (approx. 350-400 words, to the *four* readings chosen by the presenting group) to Canvas by 10:00 pm on Tuesday.

(2) Setting the Table:

With its gridded desks, front-facing chairs, and purposeful separation between the space of the 'teacher' and that of the 'learner,' our classroom (1-150) is not ideal for shared reflections on the nature of the contemporary city. Besides naturalizing metaphors of spatial hierarchy, the 'standard' arrangement of its objects prescribes social exchanges that govern, and are governed by, a desire for (or an indifference toward) stratification. Fixed into place by prevailing narratives of practicality and undisputed rules of civility, these objects seldom deviate from their assigned positions without jeopardizing the systems that have, for centuries, limited their mobility under the guise of rationalism and authority. Much like the city, then, our classroom is in urgent need of alternative modes of co-authorship and cohabitation.

In Setting the Table, the weekly ritual of forming a collective space out of scattered individual desks becomes a practice of formalizing these alternatives, both physically and symbolically. In doing so, the classroom relinquishes its role as a laboratory for the biopsy of the city and becomes a territory in its own right; one that works to mediate between the scale of the body and that of the planet, and between the duration of the class and the timescales that shape other, larger territories. As a mediatory device, then, the collective table (with its designated form, and the social exchanges developing above and below its surface) becomes a microcosm of the city. And in designing and theorizing these exchanges through the themes and positions unfolding throughout the semester, we will experiment with different configurations of, and different functions for, our shared table.

Every week, one person (or group) will be responsible for setting the table and, in doing so, shaping and leading the conversation. The practice of configuring the table (and its function) should not be haphazard but instead rooted in the positions, scales, timescales, and ideas present in the weekly readings. This is less a *presentation* of the readings (as in a conventional slideshow/PowerPoint sense) and more of an active engagement with the theories and ideas made manifest through a critical curation of a collective space; one that makes it easier to visualize, understand, and discuss them. Rather than *describing* the works of the various authors, you must imagine them as bodiless guests whose presence is embodied within the arrangement and performance of the

table—i.e. how it spatializes and encodes their perspectives and contradictions, or how it absorbs some of the urban or territorial conditions they are referring to.

To do this, out of the eleven readings (and themes) available every week, your task is to choose four. This will determine the final weekly reading list for the entire class. You have until Friday afternoon at 4:00 pm to make this choice and notify the TA, who will communicate your choice with the class. This selection should be based on your own interests but also on your ability to form interesting connections between the different works and bring them to the table. This could end up being a collective meal that we share together, a board game, a debate, or even a tournament of some sort—anything so long as it animates the conversation and proposes new (and more productive) modes of engaging with the readings and the city. Remember that this is *not* about creating objects or artifacts for pure aesthetic consumption. Each individual or group will receive a stipend to cover the cost of any required materials, ingredients, printing, etc.

In thinking about the relationship between the city, the authors, and the table, think of how you organize your peers and the objects of the classroom in space. Think about the origins of the ingredients (if it is a meal), the fate of the waste we might produce, the form of the table, and our ability to interact with it (or not). Think about the relationship between the table and the chairs, and about comfort and discomfort. Think about surveillance and eyesight—who sees who (and when), who doesn't see who. Think about the meaning of the table, the borders you create on it, whether it is continuous or not, and why. Think about its carbon footprint, the processes of extraction that were required to build it and the energy needed to ultimately get rid of it. Think about the invisible and forgotten labor mechanisms concealed within its joints and connections. Consider how (and when) it grows or shrinks, its history and its future, its direct and deep timescales, and the like. You are encouraged to meet with me or the TA on the Monday prior to your session to discuss your plans. You will have time during class to configure the table and dismantle it in the end, leaving no trace.

(3) The Atlas Project:

In his lecture *The Thousand and One Nights* for the series *Seven Nights* (1984), Jorge Luis Borges mentions the *Confabulatores Nocturni*—men whose profession it was to tell stories in the night. "Those stories must have been fables," he said, adding that "...the fact that the wolf spoke with the sheep and the ox with the ass, or the lion with the nightingale" must have enchanted all those who gathered every night around the storytellers. Of interest here is the relationship between the fable and the night. For it is not a coincidence that the *Confabulatores Nocturni* garner a larger audience away from the glaring brightness of the sun when the city slows down and stops bustling mercurially. It is only then that the expanding shadows of nightfall erase the forms of the city and allow the listeners to focus on and revel in the speaker's words, as though lost in the withering flame of a candle. There is something important to be said here about the relationship between darkness and imagination, but more importantly, between the resolution and quality of the story and the time in which it is narrated.

In this semester-long project, your task, ultimately, is to tell an urban story of your choice. This could be the story of an organism, a creature, an individual, an artifact, a building, a neighborhood, or any other human or non-human territory that is impacted by the forces shaping the contemporary city. Just like the *Confabulatores Nocturni*, your mission here is to carefully choose the best scales and timescales through which to chronicle and represent the nuances of your research and the various layers that transform across it. Time, space, and the resolution of your argument go hand in hand here. If the *Confabulatores Nocturni* rely on the absence of visual

stimuli at night to animate their fables, you will rely on drawing and mapping in this project as necessary tools to render visible the chapters of your story. Critical here are practices of mapping and drawing that are not merely descriptive, but that move toward a new representation of the city, ones that cannot exist without your research and investigation. In doing so, avoid conventional cartographic abstraction and focus instead on making legible the frictions, hierarchies, barriers (both visible and invisible), and clashing perspectives surrounding your urban condition.

Your goal by the end of the semester is to produce an atlas of eight maps and drawings, each of which is to be supported by a text of approximately 300 words that prompts a conversation between your work and other authors. Critical here is the sequence of maps and drawings, and how they together employ various timescales to elucidate your urban story. The drawings and corresponding texts should be framed by a critical introduction and conclusion (approx. 500 words each) that highlight several thinkers within your field of investigation and reflect on the potential of your study beyond the time constraints of this semester. Submissions interspersed throughout the semester on a biweekly basis will help steadily scaffold your research towards your final presentation of the Atlas project. Both the TA and I will offer you individual feedback on the drawings, maps, and texts you submit. You will also hear from your peers and invited guests during the working sessions that are dedicated to improving your arguments.

*Doctoral students enrolled in the 9-credit track: We can together rethink the content and format of the Atlas project on a case-by-case basis. Please contact me at the beginning of the semester.

ABSENCE POLICY

Work in the proseminar will build sequentially. Therefore, student commitment to incremental development on a weekly basis is of great importance. The nature and pace of this class necessitates regular attendance and requires that deadlines are consistently met. Attendance in class and for the duration of all formal reviews is mandatory. Greater than two absences from class without a medical excuse supported by a doctor's note, communication from Student Support Services (S^3), GradSupport, or verifiable personal emergency could result in grade reduction.

ACADEMIC INTEGRITY

Massachusetts Institute of Technology students are here because of their demonstrated intellectual ability and because of their potential to make a significant contribution to human thought and knowledge. At MIT, students will be given unusual opportunities to do research and undertake scholarships that will advance knowledge in different fields of study. Students will also face many challenges. It is important for MIT students to become familiar with the Institute's policies regarding academic integrity, which are available at the <u>Academic Integrity at MIT: A Handbook for Students</u>.

WRITING AND COMMUNICATION CENTER

The WCC at MIT (Writing and Communication Center) offers *free* one-on-one professional advice from communication experts. The WCC is staffed completely by MIT lecturers. All have advanced degrees. All are experienced college classroom teachers of communication. The WCC helps you strategize about all types of academic and professional writing as well as about all aspects of oral presentations (including practicing classroom presentations & conference talks as well as designing slides). The WCC also helps with all English as Second Language issues, from writing and grammar to pronunciation and conversation practice. The WCC is located in E18-233, 50 Ames Street). To guarantee yourself a time, make an appointment. To register with our online scheduler and to make appointments, go to https://mit.mywconline.com/. To access the WCC's many pages of advice about writing and oral presentations, go to https://cmsw.mit.edu/writing-and-communication-center/. Check the online scheduler for up-to-date hours and available appointments.

DIVERSITY

MIT values an inclusive environment. We hope to foster a sense of community in this classroom and consider it to be a place where you will be treated with respect. We welcome individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment. If this standard is not being upheld, please feel free to speak with us.

GRADING DISTRIBUTION

1. Class Participation and Reading Responses	30%
2. Setting the Table	30%
3. Atlas	40%

GRADING DEFINITION

The final grade will represent the balance of attendance, participation, engagement in class discussions, incorporating feedback, completion of assignments, individual growth over the semester and quality of work produced in the seminar, with an emphasis on clarity and originality. The following criteria will be used for assessment and evaluation:

- **A.** Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.
- **B.** Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.
- **C.** Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems, and adequate preparation for moving on to more advanced work in the field.
- **D.** Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.



Photograph from Ward Eldredge, Kings Canyon National Park (Chicago: Arcadia Publishing, 2008), p. 33 Found in Ickx, Wonne. "The Chicago Stump." In Ecology, edited by Matteo Ghidoni, 28-31. San Rocco 10, 2014.