Arijit Sen
UNIVERSITY OF WISCONSIN - MILWAUKEE

portfolio

on canvas, 1998, 64"x48"
COURSE 1
SYLLABUS
Practicum in Buildings-Landscapes-Cultures
(see 4.1.1.3.1)
Arch 790: Practicum in Buildings Landscapes Cultures

Instructor: Arijit Sen, UWM Architecture
Time: Spring 2010, Fridays 9-11:50 AM
Location: AUP 183

This course explores past and present approaches to the historical study of architecture and cultural landscapes. Course work includes field application and learning from the analysis of local buildings, landscapes and cultures. Requires travel in/around Madison and Milwaukee.

Buildings-Landscapes-Cultures is an interdisciplinary research area concentrating on the examination of the physical, cultural, and social aspects of the built environment. The program serves students enrolled in the architecture and history of art doctoral programs at the UW Milwaukee and Madison campuses respectively.

Course Description || Pedagogical Objectives

This course is about reading the quotidian built environment (that includes ordinary buildings, landscapes, material objects, and urban places) as cultural artifact. By focusing on the material world this course expands our methods of historical inquiry beyond the analysis of written records, texts, biographies, art, photography and folklore. Primarily borrowing from material culture studies this course also adapts methods and theories used in sub-fields such as environmental history, urban/architectural history, landscape history and public history. Buildings Landscapes Cultures scholars train to do interdisciplinary humanities research.

Field application and field work is central to the way we learn. Theories and methods used in the field will be applied during analysis of real buildings, landscapes and cultures. (That is why this course is called a practicum). In this class students will use a method of field analysis that begins with a cross-section of a city as a site of inquiry (that method has been used by geographers such as Grady Clay and architectural scholars such as Patrick Geddes). We will study an urban cross section across Milwaukee River (North Water Street between Kane and Brady). Students will have a choice of studying the entire cross section (a number of city blocks and topographical features), a part of the cross section (a single building, a cluster of buildings etc.) or a point in the cross section in order to apply theories and methods discussed in class (see weekly schedule below for specific issues discussed in class). Therefore scales of analysis vary from the near environment to the architectural, urban, regional, and transnational – producing very different results. Class work includes travel in/around Madison and Milwaukee.

In addition, this course has built-in workshops that introduce students to the field by discussing venues for presenting their work, applying for jobs, and analyzing related documents and strategies. Building on the foundations presented in this class, students are encouraged to pursue their specific interests in art history, architecture and planning, landscape architecture, geography, anthropology, folklore, social and economic relations, and urban history in subsequent semesters.

Schedule

Readings to complete before first day of classes

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<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1 (day 1) Jan 29, 2010</td>
<td>Reading discussion</td>
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The discussion on the first day of classes centers on the question of scale, scope and positionality (ontological position) in studies of buildings landscapes and cultures. The Upton reading will complicate the notion of scale or the unit of analysis. It will help frame a discussion on the ideological underpinnings of architectural vs. landscape analysis. Paul Connerton’s article will challenge us to rethink history as more than facts from the past and instead implicate the human body (embodied history) as a way to think of the past. James Deetz’s focus on material culture will frame a discussion of what material culture means in the context of buildings landscapes and cultures.

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<tr>
<th>Week</th>
<th>Topic</th>
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<td>2-3</td>
<td>Historical Traditions: Definitions and debates</td>
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The first two weeks introduce students to the concept of historiography and historical research. Students will examine four traditions of historical inquiry and use them to study the social, political and material world. This year we will explore material culture, public history, environmental history, and landscape history as the four general areas of historical inquiry. (These areas may change in other years) We will also compare the usefulness of micro history and macro-history in the scholarship of the built environment.

Workshops: During this period workshops will focus on basic requirements of scholarship: how to read scholarly articles and identify disciplinary texts; how to write scholarly papers; how to cite sources and how to evaluate sources.

Assignment: Short assignments will help students determine research possibilities and ways to frame their study of the cross section. Details will be based on students’ interests and faculty suggestions.

### Week 2 Interdisciplinarity and its relevance

February 5, 2010

Week 2 discussions will be done as comparisons. Each student will be responsible for reading two sections (BA, BC, BD, CA, CB, CD, DA). The discussion will focus on the importance and difficulties of interdisciplinary research. The discussion should compare the nature of evidence, scope of research, focus, type of argument, writing style, and value. How do these authors approach vernacular, ordinary and everyday? How do these authors approach social power, authorship and identity? How do these authors approach change and history?

A. Public History and folklore

B. Material Culture

C. Environmental History
   Mart A. Stewart, "Environmental History: Profile of a Developing Field," The History Teacher, 31, no. 5 (May 1998): 351-68.

D. Architectural History

### Week 3 (on-site class): Microhistory and Macrohistory and its relevance to BLC

February 12, 2010

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Week 3 discussions will focus on the meaning of scope of research. Class discussions should resolve what is an appropriate scale and scope of study. How does scope influence what one sees and the relative position from which one sees it? We will also discuss the relevance of generalizability of historical research. How are history and historical study useful for us?

http://burawoy.berkeley.edu/Books/Unbound/ECM.pdf

4-6 Methods: Evidence and Evaluation

Based on the previous discussions, we will study how to evaluate evidence during analysis. Historical research can happen at multiple venues such as the archives, field, depositories and library. Each site produces different kinds of data. The variety is overwhelming and hence requires a careful method of analysis. Evidence includes measurements and material descriptions of objects and buildings, written texts and oral histories of people, and official documents and images. Short in-class workshops and assignments will ask students to interact with and evaluate various kinds of evidence.

Workshops: During this period the workshops will focus on how to use libraries, field, internet, archives, and document depositories. We will also discuss fieldwork and fieldwork ethics.

Assignment: Short assignments to determine research possibilities continue. Students will be required to choose, gather, and analyze two or more types of evidence in order to clarify their object of analysis.

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Week 4: Text and Oral evidence (Meet at the Soref Commons UWM library)
February 19, 2010

Week 4 reading discussion revolves around the issue of reliability of evidence. What is the “field” in such cases? What are the shortcomings of such evidence and what are the gains of textual and linguistic analysis?


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Week 5: Material culture evidence (class to be held on site under the Marsupial Bridge)
February 26, 2010

Week 5 reading discussion revolves around the issue of reliability of evidence. What is the “field” in such cases? What are the shortcomings of such evidence and what are the gains of material and visual analysis? Compare the two kinds of evidence and comment on how their analysis methods can be different?

Week 6: Experiential and performance as evidence (on-site class, to be held on site under the Marsupial Bridge)
March 5, 2010

Week 6 reading discussion revolves around the issue of reliability of evidence. What is the “field” in such cases? What are the shortcomings of such evidence and what are the gains of performance analysis? How is this analysis method different from the methods examined in the previous weeks?


March 6, 2010

The end of week 6 marks the end of the introductory section of this class. Please consider keeping the evening of Saturday or Sunday (to be discussed in class) free for a dinner gathering to discuss and evaluate the class so far. No readings or homework necessary for this meeting – this one of three informal evenings planned to build consensus around the class content and BLC direction. Anna will be also invited to join us. We may plan a meeting/field trip in Madison.

Week 7: Cultural Contact I
March 12, 2010

On weeks 7/8 comparative discussions will revolve around the different ways of theorizing cultural contact. Is the way we understand this term dependent on context? How is this term applied and defined by the different authors. How will the nature of evidence and analysis change if we consider cultural contact from the different approaches listed below? Theoretical readings are followed by case studies or application pieces.

7-9 Writing Histories: Case Studies
This four-week section is about selected examples of how histories are written. Hayden White describes the craft of writing history by using the term emplotment. Among rhetorical ploys we will explore are concepts such as “cultural contact,” “power and agency,” “quotidian versus monumental,” “high and low culture.”

Workshops: Workshops during this section include a study of job possibilities. Students will work in class to begin writing their curriculum vitae, cover letters and applications. We will also discuss strategies for choosing appropriate conferences, publishing venues, and grant opportunities. Students will have a choice to work on a grant application or a job application.

Assignment: Each week students will reevaluate their project and apply/critique issues discussed in class. Thus the topics discussed in the following weeks will serve as alternative lenses to explore the urban cross section.
A. Diffusion

B. Hybridity and/or Accomodation

Week 8: Cultural Contact II – continued
March 19, 2010
Continuation of Week 7 discussion.
The discussion this week revolves around agency and power. Who speaks and controls cultural engagement? How is cultural contact important in our understanding of culture and landscapes? Based on our previous discussions so far, how can we “read” the process of cultural contact in the built environment?

C. Liminality, Conflict, Power and Agency

Week 10: Identity and Alterity
April, 2, 2010
Lisa Bloom, ed. “Introducing with Other Eyes: Looking at Race and Gender in Visual Culture,” in With Other Eyes: Looking at Race and Gender in Visual Culture (Minneapolis: Univ. of Minnesota Press, 1999), 1-16.

Week 11: Cultural Landscapes
April 9, 2010


12-14

Weeks 12-14 Dialog: Focusing on BLC

This section focuses on certain areas of specialty offered by Buildings Landscapes Cultures faculty. These include material culture, cultural landscapes, urban history, typology (study of types), politics of place etc. Students will present their papers and scholars will respond and talk about their interests. The weekly schedules will be determined by the guest faculty listed below:

Workshop: Presenting your program of studies and research interests, and choosing advisors.

Assignments: Using class project to produce a research prospectus

Week 12, Material culture: Theories and Debates (Anna Andrzejewski, Madison)  
April 16, 2010

Week 13, Urban History: Theory and Debates  
April 23, 2010

Week 14, Types and Traditions: Theory and Debates (Tom Hubka, Milwaukee)  
April 30, 2010

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ASSIGNMENTS

Practicum in Buildings-Landscapes-Cultures
**Transect Project**

This assignment is a multi-stepped project that will produce a journal ready paper and a 20 minutes presentation for a targeted conference. Details of the journal and conference will be worked out during the class workshops. Alternate project may be available for Madison students. Please look for the various deadlines and presentation dates to plan your project.

*Transect* is a heuristic device used to explore geographical, ecological and urban conditions. The word literally means a transverse cut (*trans* + *intersect*) used to study the relationship between constitutive parts within a larger whole. Transects have been used in various disciplinary contexts. It is used by biologists, ecologists and scholars of ecological sciences in order to explore the relationship between and across an ecological domain or a biological sample. Geographers such as Grady Clay and Paul Groth have used transects (they call it a cross-section) to cut through a city and identify the variations within this urban cross-section. Sir Patrick Geddes (October 2, 1854 - 1932) the famous Scottish biologist also known also for his writings in urban planning and education used the cross section (his drawing of the “valley section”) as a way to understand interrelations and complexity within a landscape that otherwise remains invisible. Architects and urban designers such as Christopher Alexander and New Urbanists have used transect-sections too, in order to look beyond urban zoning. In addition to being a tool to explore the relationship between adjacent locations, transect is also a particular “way of seeing” the built environment. Used with other heuristic, organizing and mapping devices such as types, zones, and districts, transects can suggest a tool-kit for studying cultural landscapes.

Further readings:

Step 1: Background information, Narrative and Secondary information Mapping and Drawings the base, Individual project description.

What to complete: Annotated Bibliography, Group Project description, cross section drawing

Handed out February 19; Due: March 5

You are asked to critically consider the implications, strengths, weaknesses, and ideological warrants associated with conceptualizing our cultural landscape in the form of transects. Please consider the kinds of transformations (soil, buildings, use, vegetation, etc.) that occur along this section. You may, as a group, decide that you will consider a certain time frame within which you want to examine this sectional strip. Consider the narrative (micro, meta etc) that will help you make the project manageable. Brainstorm with colleagues and identify potential groups around similar areas of interest.
As you explore and brainstorm the entire cross section as an object of analysis you will need to consider the scope of your role as a researcher. You are required to choose a certain aspect, or part, of the “whole” as your own individual project. You may choose a building type, a neighborhood, a site or a segment of the landscape. In addition you may focus on one or more kinds of evidence and analysis methods. You may base your decision on the readings and class discussions. At this point write a narrative describing the scope of your project. Argue how your individual project relates to the larger group objective and point of view. Each student will add their own scope statement to this narrative.

Draw the transect using topographical (USGS) maps available in the AGS library. Add information on the topographical section. Since this is your base map, identify the scope of information that you want to include in the graphics: buildings, neighborhoods, demographic character, historical factors, ecological information, infrastructure, social information and statistics. Draw the base drawing in such a way that you can add more information later on.

Read up on the history of the neighborhood from the internet and secondary sources. Please remember google search often doesn’t give you scholarly sources. Use the library webpage and search Academic Search, Humanities full-text, ProQUEST dissertation searches, Project Muse, EBSCO, JSTOR, and other academic sources. Some authors and search parameters are listed below. Produce a comprehensive annotated bibliography of the neighborhood.

Check documents by John Gurda on Milwaukee history, Arcadia publications on the neighborhoods and local urban history in the UWM library.
Check Judith Kenny’s study of Milwaukee neighborhood. See also “Picturing Milwaukee’s Neighborhoods” in http://www4.uwm.edu/libraries/digilib/Milwaukee/records/picture.cfm
Study Map Milwaukee, the GIS website of the City of Milwaukee http://www.milwaukee.gov/MapMilwaukee3480.htm
For historical information check sanborn maps, city directories and other historical resources in the UWM libraries.

Outline for project description
PROJECT DESIGN (6 pages max.)
Executive summary or problem statement – A brief statement that defines the scope of the project;

Background information -- The history of the idea (why do this project), the current status of the research in this area, and a definition of terms needed to facilitate a lay reader’s understanding of the project;

Review of literature -- An overview of the current literature available on this topic highlighting the most relevant references; make sure to cite all references in the Literature references section

Significance of problem or impact of goal addressed -- A discussion of the impact of the project on the following: the discipline, other disciplines, faculty, students, the university, and the world. While your particular project may not impact or have significance for all of these entities, the discussion should focus on the value or consequence of having carried out the project;

Research methods & timetable – A workplan for the project. Include specific details regarding research methods, timetable and feasibility of the research. In the case of an emerging research design, give examples, or sufficient details of the procedure, to clarify the means of achieving the intended goal or outcome for the reader.

Image Credit: www.transect.org/

Step 2: Individual Project Deadlines
2010 student symposium
Buildings-Landscapes-Cultures, UW Madison and Milwaukee
Architecture 790: Practicum in Buildings-Landscapes-Cultures
May 7, 2010; 9:00 AM – 12:30 PM
Resource Center, AUP Room 146, School of Architecture and Urban Planning

Schedule

Reviewers and discussants:
Dr. Jasmine Alinder, History
Christine Scott Thomson, Architecture
Instructor: Arijit Sen, Architecture

Presenters
Panel 1
Michael Dmitri Blahy, English, Milwaukee
Lana Sergeyevna Zhiganova, Architecture, Milwaukee
Monica Marie Mccann, Architecture, Milwaukee

Panel 2
Nate Muzzy Millington, Geography, Madison
Sarah Fayen Scarlett, Art History, Madison
Sara Witty, Art History, Madison

Panel 3
Royce Michael Earnest, Architecture, Milwaukee

9:00 AM – 9:15 AM  Introductions and Welcome
9:20 AM – 10:30 AM  Panel 1: Time and Transformation
10:30 AM – 10:40 AM  Break
10:40 AM – 11:45 AM  Panel 2: Interpreting Urban Landscapes
11:45 AM – 11:55 Noon  Break
11:55 Noon – 12:20 PM  Panel 3: Case Studies

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Panel 1
Michael Dmitri Blahy, English, Milwaukee
Monica Marie Mccann, Architecture, Milwaukee
Lana Sergeyevna Zhiganova, Architecture, Milwaukee

We have decided to examine the internalization versus the exportation of labor and leisure in and around the Milwaukee River cross section. We will pay particular attention to the temporal dynamics of class structures and their relationships to centripetal and centrifugal forces motivating places of work and recreation. Changes in the perception of the river as a commodity itself closely follow this labor-leisure dynamic. The character of this landscape is variegated. Was this a place that was only dominated by labor? What were the forces that kept activities centered here and which ones were responsible for dispersion?

Urban Reproduction and Rural Place Making along the Upper Milwaukee River
Michael Dmitri Blahy

When considering urban expansion, scholars often examine the phenomenon via spatial and temporal theories of diffusion or through the lens of hybridity and liminality. While these two perspectives are often at odds with each other in the academic discourse, this project reconsiders this divide. The following case study of Milwaukee approaches urban expansion as both a homeostatic reproductive force and a self conscious progenitor of place. It examines the upper Milwaukee River since 1872 from the city’s North Avenue dam to Shorewood’s Hubbard Park. It was during these years that the park underwent an evolution, transitioning through several phases. From its inception as a rustic retreat (1872-1900), the parcel of land mutated into an amusement park (1900-1916) and an industrial streetcar facility (1916-1970) until it was purchased by the village of Shorewood and divided into River Park to the south and high rise apartment buildings to the north. These transitions are an example of a particular model of urban expansion that engages a duality of structure. It closely follows Anthony Giddens’s notion of the duality of social structure, which accounts for both “homeostatic social loops” and “reflexive self monitoring” in social action. The contemporary landscape in and around Hubbard Park reflects the historical phases of the land. It exhibits the reproduction of local urbanism in Milwaukee along with a self conscious production of independent rural place making. In contrast to orthodox notions of suburban sprawl, this essay contends that urban expansion can be conceived of as a process that occurs in tandem with rural place making.

Changing environment of Trocadero
Lana Sergeyevna Zhiganova

Today many commercial buildings do not last longer than the businesses they were built for. The Trocadero building was built as a tied house for the Schlitz Brewery in Milwaukee Wisconsin in 1890 and is still in almost original condition, although major renovations and adaptations happened within the building to accommodate changes in people, the city, and use of the building. Only in the last few years have these renovations extended significantly to the outside of the original building envelope. In the late 1800’s and early 1900s the city went through rapid industrialization accompanied by the growth of brewery companies. One such company was the Jo Schlitz Brewery Co., for which the Trocadero...
building was a distribution point, or a 'tied house'. As a tied house the Trocadero housed a first floor tavern serving only Schlitz beer, and included a boarding place for the recent young male immigrants. The building became their new temporary home, with small rooms, crowded conditions and communal dining with the owner’s family. Later as a result of the changing times, improved economic conditions, and a societal desire for increased privacy, Trocadero’s use changed from saloon and communal boarding house to tavern and lodging place. Changes in the times and the needs of the building’s occupants meant that old built environments were no longer effective, however, rather than tear down and start over, new generations of owners found that the Trocadero proved to be an adaptable space that was able to be reinvented through interior renovations to satisfy new needs in the built environment.

Networks of Movement and Neighborhood Change on Pulaski Street in Milwaukee, WI 1894-1930
Monica McCann

The level of integration of common spaces within domestic structures creates a unique set of interactions between ideas of the self and community. This presentation explores the connection between social change and patterns of dwelling at the neighborhood scale. Sanborn maps of the late 19th-20th century show shifts at the neighborhood scale through lot subdivision and the location of dwelling and commercial spaces. Lots are primarily subdivided through the addition of buildings rather than official changes in the lot lines. This establishes areas of movement off the streetscape. The maps, cross-referenced with census data, also indicate the nature of the commercial and dwelling spaces. A decrease in basement or in home businesses, boarders and number of family heads emerges. These declines illustrate broader social trends discussed in John Gurda’s Making of Milwaukee. This trend toward specialized and individualized spaces impacts the nature of community interactions and privacy. Utilizing “Systems of Activities and Systems of Settings” by Amos Rapoport, these shifts can be analyzed through the changing nature of such interactions.
Urban landscapes are convergences of multiple factors: history, infrastructure, representation, ecology, space, and experience. A variety of approaches is subsequently needed to be able to access the complexity that underlies these sites. Our group proposes three potential research strategies. These are differing methodologies that gesture at three of the fundamental ways in which urban landscapes are made legible: through interaction with material systems of human design, through representation, and through experience.

City on Display: Images of Milwaukee
Sara Witty

Representations of the landscape are as significant to our understanding of a place as the landscape itself. Not only do they shape the way people within the space view their surroundings, they offer up a condensed version of experience for those who do not inhabit the landscape. My research looks at the way Commerce Street of Milwaukee has been and continues to be represented in photographs, postcards, and maps. I will be looking primarily at the area of Commerce where it intersects with Holton Street bridge and at the view from Commerce across the river at this junction. This view includes Water Street and what used to be a collection of tanneries, one of which remains, if only in physical presence. In what way can examining representations such as these inform our understanding of a landscape? I suggest that analyzing and understanding such representations can illuminate the way in which people of a given location came to grips with and understood their landscape as both a physical space and a socio-cultural signifier. This understanding will allow us to develop a more complex and in-depth perspective of the landscape and the people who lived and continue to live within it.

Crossing the Milwaukee River: Interpreting Spatial Experience
Sarah Fayen Scarlett

We experience space by moving through it. Yet historians have struggled to incorporate the sensations of landscape into our understanding of daily life. This paper offers a test case for using spatial experience to understand formations of identity. It focuses on a particularly hierarchical landscape along the industrial corridor of the Milwaukee River around the turn of the twentieth century. Largely middle-class German residents living in new frame houses at the top of the hill loomed over the lumberyards, tanneries, railroad beds, and coal docks along the riverbanks below. Nestled among these were older houses occupied by mixed families of more recent immigrants from various parts of Eastern Europe. Using data from census records, city directories, and fire insurance maps, this paper conjectures the daily movements of people living and working on opposite sides of the river to find the routes and places by which they both enacted and subverted the social divisions built into their landscape. For instance, sometimes workers moved to and from work on city streets according to the prescriptions of city developers. At other times, they carved footpaths into the steep hill or sojourned into Kilbourn Park or other places of middle-class leisure. These space-based strategies and tactics perpetuated the roles of class and ethnic factions but also provided opportunities to perform distinct identities. This paper combines traditional historical data with spatial analysis and mapping to suggest the efficacy...
of interpreting lived experience to understand individuals as well as groups.

**Urban Nature and the Cultural Landscape:**
**Milwaukee’s North Avenue Dam**
Nate M. Millington

In 1997, the North Avenue Dam in Milwaukee, Wisconsin, was converted into a pedestrian bridge. The dam, once part of the city’s early industrialism and a potential gateway to the Mississippi River, now functions as an icon of Milwaukee’s attempts to highlight its river as a space of recreation rather than industry. In these two historical moments—construction and conversion—radically different approaches to the natural world are suggested. One articulates an image of nature as resource, to be harnessed or controlled, while the other suggests an approach to the natural world that is integrated into the spaces of the city through recreation and aesthetic appreciation. Milwaukeans, in two historical eras, affectively articulated radically different ideas about the relationship between urban places and the nonhuman world, and these different ideas are embedded in the city’s localized cultural landscape. By using insight drawn from Environmental History, I argue that the effects of the dam were as much social as they were ecological, and the disciplining of the river’s flows also entailed a disciplining of people in nineteenth century Milwaukee. I conclude by thinking about the dam in the context of new formulations of the city as a hybrid space where nature and culture converge. Throughout, I suggest that the city’s recent rebranding of the river articulates an image of nature as timeless rather than historic, and I end with a call for ecological imagination that envisions nature and the city as always intertwined and always historical.

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**Panel 3**

**Science and the Beam House: A. F. Gallun & Sons Tannery at the turn of the century**
Royce Earnest

Between 1860 and 1890, the A. F. Gallun & Sons Tannery on Water Street grew to be the fourth largest tannery in the United States. Along with this growth, the company, and its facilities were transformed in a process that shifted from tanning as a craft tradition to a modern, science-based corporate entity. In a period from 1890 to 1910, the company’s facilities tripled in area, to over 420,000 square feet of space. While the company grew, the changes were not so much in the process of tanning as in the corporate culture that managed the process and the scientific research that supported it. A. F. Gallun & Sons began to sponsor on-site and university-based research in the chemical engineering process of tanning. There are hints to how these transformations took place in the physical fabric of the buildings, the choices that were made in the facility, and the changing interaction between management and labor. This study will look at some of those changes, their implications, and some of their motivations. This will show how a local, craft-based industry participated in, and contributed to, larger issues of the role of science in industry and the relationship between corporate management and the labor force working on the tannery floor.
Panel 1 Project Description

Lana Zhiganova / Monica McCann / Michael Blahy

Background Information, Significance, and Scope of Group Project

We have decided to examine the internalization versus the exportation of labor and leisure in and around the Milwaukee River cross section. We will pay particular attention to the temporal dynamics of class structures and their relationships to centripetal and centrifugal forces motivating places of work and recreation. Changes in the perception of the river as a commodity itself closely follow this labor-leisure dynamic.

The character of this landscape is variegated. Presently, structural features (Pulaski, Kilbourn, and Kadish Parks; Lakefront Brewery; new condominiums; Polish flats; abandoned tanneries; Holton and the Marsupial Bridges; the restaurants Brocach and Trocadero) reflect the diversity of its uses. The facades of industrial ruins on Water Street present themselves to the relative opulence of Trocadero restaurant. Such stark contrast in these structures invites the observer to consider the former plebeian inhabitants and the neighborhood in which they worked. Was this a place that was only dominated by labor? What were the forces that kept activities centered here and which ones were responsible for dispersion? Presently, structural features suggest the inverse. What attracts people to use the parks for recreation? The river for recreational boating? The epicurean connoisseur to Lakefront Brewery, Brocach, and Trocadero? The pedestrian to the pathways, footbridges, and streets?

To examine the attracting and repelling forces of the cross section, we will focus our studies on roughly three different scales. The first begins at the level of the building. The present day Trocadero restaurant has gone through much evolution throughout its existence. Originally built in 1890, it once served as a working class drinking establishment and doubled as a boarding house. One can argue that it was an ersatz living room for the industrial worker. It was also once an extension of a given brewery company, selling its beer exclusively. Its location across the street from places of work and close proximity to housing are reminiscent of pre-industrial era cities. Although the neighborhood established itself during the Industrial Revolution and most certainly was a waterfront property, consider Kenneth Jackson’s statement pertaining to the “walking city” (15):

“Except for the waterfront warehousing and red-light activities there were no neighborhoods exclusively given over to commercial, office, or residential
functions. Factories were almost non-existent, and production took place in the small shops of artisans. There were no special government or entertainment districts. Public buildings, hotels, churches, warehouses, shops, and homes were interspersed, or often located in the same structure."

Presently, it serves as a destination for residents of the neighborhood and outsiders. The story of this building reflects the shifting perceptions of labor and leisure across time. Both have always been present here, though their forms have experienced significant change.

The second scale we will examine is at the level of the street. The streetscape of our cross section is dominated by the grid, though there are significant deviations. For instance, Pulaski Street, an old sewer trench, and Holton Street Bridge, a former aqueduct, traverse the landscape. This deviation from the standard grid is represented not only in the streets themselves, but also through the arrangements of building lots. Often these lots have narrow widths, but are deeply recessed provided multiple living arrangements for its residents. Additionally, the street has been semantically transformed over time reflecting the needs and uses of its inhabitants. Jackson notes some of these evolutions:

"Changes in the construction and financing of public rights-of-way reflected not only new technology, but also new attitudes toward the function of streets. In the mid-nineteenth [sic.] century, when row houses predominated, the street was the primary open space, and it performed an important recreational function. By 1920, however, most urban residents and virtually all highway engineers saw streets primarily as arteries for motor vehicles." (Jackson 164 emphasis added)

This new conceptualization of the street as artery leads us to our third scale, the cross section as a part of a whole. The arterial street led to the increased permeability of the neighborhood. Much of this flow in and through the landscape was caused, early on, by the streetcar. As Jackson writes they were “thus seen as a safety valve against further overcrowding” (117). The number 15 line, which terminated at Wonderland Park in what is now Shorewood, ran along Oakland Avenue and was one of these safety valves. As Jackson writes, “The pattern of settlement in the streetcar metropolis had been essentially finger-shaped” (181). But the movement of people across the landscape shifted with the development of rubber tracked automobiles. Therefore, the scale of this part of the project is not only spatial, but temporal, focusing on the lifespan of Milwaukee’s street railways.

**Source Types/ Methods:** Historical maps, accounts, photographs, and literature; Contemporary scholarly literature; Digital Maps; Photographs and videos taken in the field

Our methods will primarily consist of a thematic analysis of the cross section according to the aforementioned topic of labor and leisure. We will also correlate different resources (i.e. overlaying different maps, photographs, etc.). Lastly, we will survey the landscape our site.

This collective effort should help to underscore the importance of spatial stories on both micro- and macro-scales, particularly emphasizing their necessary interrelationships. The influence of various ethnicities has left its mark on the neighborhood and created a unique vernacular applicable to history, architecture, sociology, geography, urban planning, psychology, and philosophy.

**References**


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**Panel 2 Project Description**

Sarah Fayen Scarlett / Sara Witty / Nate Millington

**Introduction**

Urban landscapes are convergences of multiple factors: history, infrastructure, representation, ecology, space, experience. A variety of approaches is subsequently needed to be able to access the complexity that underlies these sites. Our group proposes three potential research strategies. These are differing methodologies that gesture at three of the fundamental ways in which urban landscapes are made legible: through interaction with material systems of human design, through representation, and through experience. We hope that this research will elucidate much about the history of Milwaukee and raise interesting questions about urban development and history.

**Theme 1: The Transect as Evidence of Changes in Infrastructural Technology**

Like most cities built before the advent of the automobile, Milwaukee’s proximity to interconnected waterways—the Milwaukee River and Lake Michigan—has been a fundamental component of the city’s history and development. Situated at the intersection of the Milwaukee River, the Menominee River, the Kinnickinnick River and Lake Michigan, Milwaukee’s water infrastructure was a primary factor in the city’s growth. From its early days as a swampy marshland that nonetheless
boasted the supposedly best harbor on Lake Michigan to its later incarnation as a transit point between east and west, the Milwaukee river played a decisive role in the city’s history. It even prompted a rivalry between different neighborhoods that turned violent at times, and its annual freezing was a major part of Wisconsin’s ice industry in the nineteenth century. Given our collective interests in urban environmental history and the conceptual overlaps between natural and human systems, an inquiry into the Milwaukee River would be a fruitful way of tracing Milwaukee’s changes over time.

One potential avenue for exploration would be through the canal built by Byron Kilbourn in 1840. The canal was initially designed to connect Milwaukee with the Rock River en route to a later connection to the Mississippi Watershed in Rock Island, Illinois. The plan was a failure due to legislative support for the Fox-Wisconsin Waterway and the later development of the railroad, but it raises fascinating counterfactual questions about regional urban development in the shadow of Nature’s Metropolis. In a more localized way, the canal was partially built in 1840, and existed alongside the Milwaukee River until 1884 when it was filled in. It is now completely covered by Commerce Avenue, a prominent site in Milwaukee’s current attempts at revitalization. By tracing out the land use changes associated with the canal’s changing function over time—from attempted regional waterway to localized hydroelectric energy source to recreational site and home for the relatively wealthy—the site functions as an engaging microcosm of the changes that have occurred in Milwaukee more broadly. Additionally, the burying of the canal, and the subsequent alterations in urban form, radically changed the spatial layout of the city.

There are a set of potential projects that use the development of the canal as their base. The first sees the development of canals in Milwaukee as a localized version of a broader process, in which one type of transport infrastructure is rapidly replaced by another, the railroad. Alternatively, the development of the canal can be tied into the broader construction of water-based infrastructure in the city, and seen alongside dredging to facilitate a better port, the construction of the North Avenue Dam, and the eventual construction of a sewage system in the city. The idea of infrastructural improvement of the material beneath Milwaukee is a way of seeing the development of the canal as one part of a broader story, as a metropolis slowly transitioned from pre-industrial to post-industrial. The periodic overflows and problems associated with Milwaukee’s sewage system at present, especially in the context of Milwaukee’s substantial poverty, are a way of subsequently raising interesting questions about Environmental Justice.

Theme 2: The transect as experienced space

A secondary way of framing the project would be through an investigation into the experiential aspects of moving through this area along the Milwaukee River. We plan to focus our work on the second half of the nineteenth century in order to compare the experiences of individuals in the same period from different class, occupational, racial, ethnic, and gender groups.

This project’s theoretical underpinnings will rest in the ideas of phenomenology and sensory experience put forth by Martin Heidegger, Maurice Merleau-Ponty, and others over the last fifty years. The work of J. B. Jackson and Grady Clay, who pioneered the interpretation of pathways or cross-sections through urban environments, will influence the methodological approaches we take. The final product will incorporate varied evidence, both physical and documentary, to offer maps of specific routes followed by different groups. The evidence might allow us to use photographs and drawings to recreate viewsheds and other sensory environments from the period.

Phenomenology has influenced historians of the built environment since at least the mid-twentieth century. In Being and Time (1927, trans. 1962, 1996) philosopher Martin Heidegger argued about different ways of “being-in-the-world.” These different ways of “dwelling” created mental patterns that manifested themselves in the cultural landscapes that we construct. Building on these ideas, French writer Maurice Merleau-Ponty explored the ways that our bodily senses influence our understanding of and our interaction with the world. His works Phenomenology of Perception (1942, trans. 1962, 2002) and “Eye and Mind” in (1961, trans. 1964, 1993) argue that human consciousness cannot be separated from acts of perception. The idea that our environment is implicated not just in the way we see the world around us but also in how we act and react served as the basis for geographers J. B. Jackson and Grady Clay. Jackson’s “The Stranger’s Path” (1957) and Clay’s “The Cross-Section as a Learning Tool” (2003) can serve as models for finding meaning in different routes through a landscape, as can architectural historian Dell Upton’s article “White and Black Landscapes in Eighteenth-Century Virginia” (1988).

With these philosophies in mind, we plan to trace the routes that different people would have taken through our transect and suggest how the varying experiences helped create and also gave meaning to this riverside setting. A worker in one of the tanneries may have walked from his small frame house on the southeast side of the river downhill to...
work, then home via the corner bar. The mistress of one of the brick Italianate homes high up on the opposite hill may have glanced down at the smoky, smelly factories and turned the other way to frequent the middle class shops on North Avenue or Third Street. She would have felt as out of place among the train cars and the lumber yard as a worker may have felt venturing up the hill to walk the sidewalks of the managers’ neighborhood.

**Theme 3: The transect as represented space**

Our third project will focus on photographic representations of the Milwaukee River, river life, and industry. Our methodological approach to this subject matter will be two-fold. First, we will consider the images from an art historical/visual culture perspective. This perspective focuses on the imagery found within the photographs and aims to understand the larger contextual meaning of said imagery. As such, this perspective draws from the practice of close viewing, a method of examining compositions, arrangements, and focuses of a given representation.

Second, we will consider the photographs from a material culture perspective, as objects in and of themselves. The object of the photograph is both a cultural marker, denoting what is considered worthwhile to preserve for memory, and a historical document. As a cultural marker and a historical document, these photographs may be used in conjunction with the research and findings of the members of the group. Not only will they expand our cultural and spatial understanding of the information gathered and analyzed in the broader group project, but they will perhaps be able to fill in gaps where our understanding through other media and sources is limited.

The bulk of our sources are the photographs themselves and any accompanying textual documentation, such as in the case of the souvenir booklets from the Blatz Brewery. Therefore, secondary sources for my research are entirely methodological. These include John and Malcolm Collier’s *Visual Anthropology: Photography as a Research Method*, Elizabeth Edwards and Janice Hart’s *Photography: Images, Objects, Histories: On the Materiality of Images*, Denise Miller’s *Photography’s Multiple Roles: Art, Document, Market, Science*, Nicholas Mirzoeff’s *An Introduction to Visual Culture*, and Thomas Schlereth’s *Cultural Material Studies in America*.

Each of these sources offers methodological approaches which support one or the other of our proposed perspectives: visual/visual culture analysis and material culture analysis. John and Malcolm Collier’s book, *Visual Anthropology: Photography as a Research Method*, and Denise Miller’s *Photography’s Multiple Roles: Art, Document, Market Science*, are particularly helpful for understanding the way in which photographs can be used as supplementary and primary evidence in and of themselves.

It is our belief that the inclusion of photographs and the analysis of these photographs as documents, imagery, and physical artifacts in our group project will add a living dimension to our research. Photographs have the ability to capture the lived experience of a place in a way which maps and other textual representations cannot. Therefore, our goal in this research is to not only provide a specific analysis of the photographs and the imagery they contain, but to contribute to the over-all perspective of the project.

**Methodology**

Mixed qualitative methods will be used to assess hidden histories embedded in the cultural landscape of our transect site. These include historic photographs and maps, newspaper accounts, experiential or autobiographical documents, and phenomenological approaches. There is quite a bit of secondary evidence already available on the site so finding a potential cut that is original will be one of the major goals of this project.

There are a number of recourses for historical photographs of the area. The Milwaukee Historical Society, the Wisconsin Historical Society, and the University of Wisconsin-Milwaukee archives all have a large number of photographs of the river and related industry. Each of these resources contains photographic documentation of the Milwaukee River from the mid-late 19th century up to the present. Examples of specific image types are found in the Milwaukee Journal, souvenir booklets from the Blatz Brewery, and geographic survey photos. Additionally, photographs and maps survive at the Wisconsin Historical Society and the American Geographical Society Library at UWM’s Golda Meir Library. Historic maps are relatively easy to find and dramatically show changes in the urban fabric associated with the river and the canal. We would focus particularly on plat maps and Sanborn Fire Insurance Maps, both of which elucidate the changes that have occurred in the area over time. Both photographs and maps provide evidence of the shifts in the visual and material landscape of the area.

A second source of evidence is through newspaper accounts and more experiential narratives. A quick search on one newspaper database revealed upwards of one thousand articles on just the development of the canal, so presumably there is much to be gleaned from contemporary accounts of the area. Related are secondary sources about the canal and the river, including I. A. Lapham’s 1840 history of the failed canal project and work currently being done by urban ecologists on
river health. For experiential accounts of the area, several collections might provide first-hand accounts by workers in the area. These include the business records of the Milwaukee Electric Railway and Light Company, the original tenant of the current Lakefront Brewery building (WHIS, Milwaukee Area Research Center, WHHV87-A900), and the Matson Holbrook Oral History Project recordings of 1950s workers at the Pfister & Vogel Tannery (WHHV90-A1101). Further research into the families living in what is currently known as Brewer’s Hill could uncover diaries or letters revealing daily patterns of movement around the neighborhood and the city.

A final component of the project, and one that arguably will help to further construct it, is found through the tradition of reading the landscape, commonly associated with cultural geographers and environmental historians. By finding what evidence of the past is currently embedded in the landscape, this project can potentially be connected to broader ideas about public history and localized historical investigation. Even the lack of historical traces is itself a historical document, and one that forces potential readers to ask questions about natural systems, the built environment and history.

References


Panel 3 Project Description

Royce Earnest

Summary

The project will investigate the A. F. Gallun Tannery on the Milwaukee River along Water Street, looking at land use and river use for the complex. The questions will center on how people (the company, the employees, and the community) viewed and approached the land and the river. First, what were the land use patterns, and how was the landscape changed to develop the tannery (and other industrial uses along the river)? Did people understand the river as something analogous to a “public commons”? Was this a question at all to the either the industrialists or to the community? If so, or if not, what were the prevailing views of land ownership and property rights at the time? Even more importantly, this might investigate ideas on what obligations, if any, were assumed to impinge on industrial development.
My initial survey reminds me that I approach this with preconceptions about ecological concerns, and an assumption that those concerns were not shared by the community during the establishment and development of the Gallun Tannery. This suggests that I need to put those aside and find out what I can about the growth of businesses in the area, and research ideas on the state of understanding about property rights and riparian rights.

**Background**

This project might tell us something about how views of land use interacted with views on public health and on limits to the exercise of property rights. It was recognized in the 1860’s and 1870’s that the Milwaukee River was a “cesspool” (in Orum, and in the quote you read in class). This was probably due to both industrial pollution and to dumping of raw sewage into the river. There is a clear public health issue, but it also addresses the question of how industrial and commercial development has an impact on community and environmental concerns.

**Research Methods**

It is unclear right now whether there will be enough material to support this project. I will begin by investigating industrial and manufacturing history of Milwaukee, and by trying to determine the building history of the physical fabric of the Gallun site. Currently, the building along Water Street is the extant part, but apparently there was another layer of buildings parallel to Water Street and closer to the river. Next I will need to see what I can determine about the company and the building itself. It would be useful to determine how the complex and the business connected to transportation networks. At one time the Gallun Tannery was one of the largest tanneries in the country; how did all those cow hides get there? Where did they come from? It would next be useful to try to determine something about the people who worked at the tannery: perhaps there are social histories or personal histories that can describe that. Finally, though not least importantly, I hope to review the intellectual history of manufacturing and riparian rights (and obligations). This may give structure to the narrative about the site. This would be somewhat the approach that Don Mitchell uses in *Lie of the Land*, and it may be possible here.

**References**

STUDENT WORK
Practicum in Buildings-Landscapes-Cultures
Crossing the Milwaukee River:
A Case Study in Interpreting Spatial Experience

Sarah Fayen Scarlett
Architecture 790
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Professor Arijit Sen
May 19, 2010
The tall bluff that runs along the northwest side of the Milwaukee River about a mile upstream from the city’s lakefront port creates a dramatic corridor that has long captured the imagination of entrepreneurs and developers. Pedestrians strolling through the neighborhoods between the bridges at North Avenue and Walnut Street encounter creative planning solutions, like the so-called marsupial bridge built under the 60-foot-tall Holton Street viaduct and nicely landscaped steep staircases that connect the gentrifying Brewers’ Hill and Riverwest neighborhoods with the newly built condominiums along the river banks. The topography also rewards neighbors with spectacular views of the city from the recently restored Kilbourn Reservoir Park.

This spatial differentiation between the hilltop and the riverbank has characterized this area of Milwaukee since the nineteenth century. A distinct hierarchy was built into this landscape that separated the largely German middle-class domestic neighborhood growing on the hill (whose houses still stand) from the tanneries and lumberyards on the riverbank (which mostly have been replaced by condos). It also separated them from the Eastern European working-class neighborhood directly across the river. This paper explores the spatial nature of that social division at the turn of the twentieth century and its role in residents’ performances of identity. It suggests that the topography, bridges, buildings, and parks that people encountered everyday – as well as the physical barriers between them – contributed to the ways that residents on both sides of the river forged class and ethnic identity and also how they subverted their assumed roles.

Residents living directly opposite from one another on both sides of the Holton Street viaduct form the basis of this study (figs. 1 and 2). From the 1900 census and directory records from surrounding years, information was compiled about residents on two blocks of Reservoir Avenue on the northwest side of the river and about people living on North Water Street under the viaduct on the southeast bank of the river. This paper is an exploratory case study that offers conjectures based on what could be learned about these particular people. On one level, it serves as the first step toward understanding the relationships defining Milwaukee’s neighborhoods around the turn of the century. Further research into newspaper accounts, diaries, and comparisons with the neighborhoods and literature of other cities could help fill out the story. On another level, this project could serve as a methodological model for using spatial experience to study group and individual identity in the physically hierarchical landscapes that often characterized America’s quintessential industrial communities.

This study relies on multiple types of evidence, including the landscape itself. A large body of work on material culture methodology written over the last forty years reveals the power of interpreting physical artifacts in investigations of cultural history. Jules David Prown, an art historian widely credited with legitimizing material culture studies within his academic field, argued recently that “artifacts are, in addition to their intended function, unconscious representations of hidden mind, of belief.” While people create traditional art, literature, and political commentary self-consciously, they produce other types of things with less purposeful intentions of self-representation. For example, houses, furniture, wallpaper, and cities often contain the ideas, beliefs, and biases that a culture may not write down or represent outright. It is those hidden conceptions that can be uncovered by including the landscape itself in this paper.

One problem with this approach can be a seeming lack of concrete evidence or the appearance of speculation. Social scientists or anybody committed to conventional measures of proof – the written-down so-called smoking gun that would hold up under the scrutiny of even the worst skeptics – might find material culture narratives too conjectural or literary. One response might argue that written statements from the past, even those from ostensibly private sources such as diaries, contain the partiality created by an individual’s experience and memory. Written documents, in other words, do not necessarily contain more truth than other types of evidence. A more useful response offers an alternative more holistic approach to writing cultural history that uses many different types of evidence chosen to reveal not only the self-conscious representations of culture but also the tacit aspects. This approach captures not the insights of individuals but facets of entire cultural landscapes. By combining demographic data, historic photographs, maps, and the physical fabric of these Milwaukee neighborhoods, this study hopes to reveal conceptions of self and group that residents carried with them everyday, but perhaps never spoke out loud.

This approach of triangulating between different types of material evidence regarding a particular location engages current scholarship attempting to place history, or to bring the role of the landscape back into our understanding of the past. Anthropologist Setha M. Low has called this reclamation process spatializing, by which we locate “physically, historically, and conceptually… social relations and social practice in space.” To spatialize the world around the Milwaukee River in 1900 requires investigating the daily experience of its residents and the people who worked there, a task that necessarily involves thinking about the body. French philosopher Maurice Merleau-Ponty famously linked the body to the mind and argued for the importance of including bodily senses – including movement – in our understanding of human thought and culture. Because it is through the body that people perceive their

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surroundings, and by extension, their relationship to other people within that landscape, the body must figure prominently in a well-spatialized study of this Milwaukee landscape.3

The overwhelming bodily experience of this bend in the Milwaukee River was hierarchical division. Whether above the smoking stacks and the ships, or in the midst of the noise and the stench, the river always divided one side from the other and the hilltop always loomed above the riverbanks. French philosopher Henri Lefebvre argued that space is both a reflection of human beliefs and an active player in creating them. Considering this reflexivity, Milwaukee’s industrial corridor both mirrored and perpetuated the primacy of the German professionals who dominated the economy and cultural make-up of the city. In general, the German-heritage residents on the top of the hill tended to have been in the United States longer, spoke and wrote more English, and had more professional jobs than their neighbors under the bridge. They also tended to live with only family members whereas those on Water Street often shared flats with non-kin boarders.

For instance, Theodore Siebert was a successful bookkeeper who owned his own house on Reservoir Avenue in 1900 (See Appendix A).6 He had come from Germany with his wife Adelaide twenty years previously with their baby daughter Gertrude. The houses along Reservoir Avenue had been built in the 1890s and we might imagine that Theodore had become successful enough to have paid for his own home, a one-and-a-half story Queen Anne style frame dwelling with side porch (fig. 3). Contrast this family with the Herschfelds, who lived at 961 ½ N. Water Street. Young Theodore Herschfeld had come to the United States at the age of sixteen, probably after his mother died back in Germany. Three years later his father Isaac arrived. Little brother Charles came when he was fourteen. And then sisters Sarah and Rose came together in 1898. After working to reunite the family, Theodore and Isaac both worked as rag peddlers, Charles had work as a hatmaker, and Sarah was a dressmaker. They shared a make-shift cobbled-together house almost directly under the Holton Street viaduct with a young couple, who also peddled rags. Within a few feet was the Gross Brothers Soap Factory, whose three steam engines ran all day and all night.7

Compared to the next rows of front-gable houses on Reservoir Avenue, the scene under the bridge seemed unplanned and haphazard. The houses on N. Water Street occupied by the Herschfelds and many others were squeezed in between industrial buildings and under the steel trusses of the bridge. The only known image of these buildings is a 1907 postcard celebrating the viaduct, whose colored lithograph was based on an actual photograph (fig. 4). The tiered facade visible in the image was the back of Berghoeffer and Lupinski Manufacturing Company’s machine and pattern shop, which by 1910 was a hide house for the A. F. Gallun tannery down the street. Next to it, a side gable building is the outbuilding belonging to Bohemian immigrant Mary Walish. A widow, Mary had been living on Sobieskia Street (now Arlington Place) in the tight-knit working-class neighborhood while her sons had been living in 963 and 965 N. Water Street working downtown as bricklayers. Shortly after the viaduct was completed in 1895, the sons left the neighborhood and Mary took number 965. The industry quickly continued to build up around her and her neighbors. Indeed, between 1894 and 1910, when the Sanborn Fire Insurance Map company updated their Milwaukee records, six of the houses below the viaduct had been torn down and the Gallun tannery had built another hide house among them. While the Reservoir Avenue houses were rising up, buoyed by industrial success, the houses on Water Street were being subsumed by it.

The topography of this place meant that people on the hill physically looked down onto the work occurring along the river bank. An 1892 photograph shows a view from the North Avenue bridge of the Chicago, Milwaukee, and St. Paul railroad shops just a few hundred yards up the river from the viaduct (fig. 5). The hill has a little less height at this point than at Reservoir Avenue but the photograph still demonstrates the superior vantage point that hill dwellers had over the industrial corridor. This sort of bird’s eye view of the city’s railroads, smokestacks, and factory buildings appeared on promotional material, company letterheads, and postcards as a way of celebrating Milwaukee’s industrial prowess. In other words, the Reservoir Avenue residents enjoyed sights from their front porches and sidewalk that held significant cultural value and probably attracted some of the residents to this new address. For instance, George Orth, the son of Daniel Orth, owner of the namesake coal company whose warehouse sat on Commerce Street, was living on Holton Avenue in the 1890 but moved into one of the newest Reservoir Avenue houses after 1895.

While residents on the hill looked out over the cityscape, people working in the tanneries and lumberyards could look up at the new frame houses on Reservoir Avenue. This view still can be captured today, as seen in figure 6, which illustrates a daily sight for workmen at the Milwaukee Electric Railway and Light Company, now the Lakefront Brewery. The two-and-a-half-story duplex clearly visible from the work yard was occupied in 1900 by a successful lawyer named Charles Faber, Jr., 48, his wife Jean, and a student boarder named Grover Horn. The other flat was occupied by Sinta Weis, 58 and her daughter Marie who worked as a stenographer.

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6 For biographical information from the census and city directories about residents throughout this paper see Appendix A.

7 The 1900 Census lists the Herschfelds at 961 ½ N. Water Street, an address that does not appear on the Sanborn Maps in 1894 or 1910. They might have lived in the small unnumbered one-room structure behind 961 that appears taken over by the soap factory in the 1894 map. Or, the census takers might have meant 961 A or B, meaning one of the flats in the house proper. Or they might have meant 963 ½ which appears on the map but not in the census.
Likewise, residents on Water Street, once home from work or for those without a daily job, looked out and could see the Reservoir Avenue houses sitting neatly atop the hill (fig. 7). Trains passed below on the grades that are now concrete walking paths, and boats dropped off coal to the Joseph Schlitz Brewery coal shed just below. Through the steam from the soap factory and the stench of the hide house, Water Street residents frequently saw the physical differences between their situation and the cleaner more orderly neighborhood across the river. In other words, this corridor along Milwaukee River physically arranged people by status and the viewsheds reinforced that hierarchy on a daily basis.

More than just one’s viewshed and specific spatial location, however, one’s construction of identity is created through a series of actions and movements. Erving Goffman argued in the 1950s that the self is “a collection of performances that take place in and across specific locations,” as summarized by editor Ben Highmore. In other words, we are all always in the process of becoming our ever-changing selves, and that process is highly dependent on our physical surroundings. More recently, Lefebvre and others used Goffman’s ideas of performance to think of space, or the city specifically, as a practice. This spatial practice incorporates three types of actions: perception, conception, and lived experience, a triad that develop together as the body and mind function in tandem. Goffman, Lefebvre, and others demonstrate that to understand how the hierarchy built into these Milwaukee River neighborhoods affected individual and group identity we have to consider not only viewsheds but also movement.

Several methodological models have paved the way for using spatial experience to study identity. Architectural historian Dell Upton presented the idea of the “processional landscape” in his article “White and Black Landscapes in Eighteenth-Century Virginia.” He followed the different paths of slaves and planters through the landscapes of southern towns and plantations to call up the spatial experience that helped create the social and racial stratification of that place. He eloquently pointed out that “the meaning of spaces depends as much on how we got to them as on our being in them—on the shifting states of awareness as we pass one barrier after another.” Swati Chattopadhyay used similar tactics to illuminate the contours of power in nineteenth-century colonial Calcutta. By studying what she called the “emplacement” of English ministers’ houses, their room arrangements, and patterns of access, she identified the changing social relations between English families and their Indian servants, identifying different conceptions of space that overlapped in the same houses.

Studying the movement of these Milwaukee residents can become more complicated than studying their physical environment and viewsheds. While census, city directory, and fire insurance map records provide ample information about the stage, very few records conjure up these residents’ performances themselves. Future research might uncover more information about these people in newspapers, business records of the industrial employers, proceedings of local social organizations including churches and synagogues, and diaries. In addition, stories about the neighborhoods in general would build up a fuller context of Milwaukee’s ethnic and class atmosphere against which to place new details. Significant insights, however, can be drawn out of the landscape itself and the historical details already at hand. As Upton would argue, these houses derived a good portion of their meaning from how they were approached, entered, exited, and avoided. Many of these routes can reconstructed and interpreted by looking at a combination of – or triangulating between – maps, historic photographs, and biographical information.

In general, the residents on both sides of the river enacted the hierarchy embedded in their landscape. People living on Reservoir Avenue tended to move away from and over the industrial riverbanks (fig. 8). This pattern can be seen most readily among the more successful men living on the street. Charles Faber, for instance, whose home could be seen from the Milwaukee Electric and Light Company work yard, worked as a lawyer downtown at 470 E. Water Street, on a site now under the Interstate connector. On most days, Faber walked to the corner on Reservoir and Holton Street, boarded the trolley, crossed the river riding directly over the homes on N. Water Street, and continued about a mile downtown through the bustling industrial district, past Milwaukee’s towering city hall to his office. Likewise, Henry A. Baumgartner lived at 86 Reservoir Avenue and worked as a clerk at the First National Bank at 83 Wisconsin Avenue downtown. He might have met Mr. Faber every morning at the trolley stop. Other men who rode downtown to white-collar jobs included Ruben Miller, a clerk at 370 Broadway; Gustav Uhlmann, a draftsman for the city engineer’s office; and Bernard Cohen, a city agent. The Holton Street viaduct had been completed in 1895 specifically to carry middle-class workers from their new houses here on the bluff to white-collar workplaces without having to navigate the industrial riverbanks.

12 For the city’s allocation of funding for the Holton Street Viaduct see City of Milwaukee, City Attorney, The Ordinances of the City of Milwaukee Granting Franchises for Quasi-Public Purposes (Milwaukee: 1896), 1150.
If not heading downtown, Reservoir Avenue residents tended to move away from the river toward the predominantly German commercial center on Third Street. City historians and geographers have shown that Milwaukee’s German community remained unusually insular, frequenting their own shopping districts, turner societies or gymnasia, taverns, and maintaining German-language newspapers and church services. Third Street had become the center of this community, known as “German Town” by the 1850s, and was heavily filled with stores stretching all the way downtown past the Schlitz Brewing complex. Theodore Siebert, the bookkeeper mentioned above, might have worked in one of these commercial establishments and might have walked through the quickly-developing neighborhood to get to work everyday. Likewise, his wife and daughter likely traveled to Third Street to shop. As another example, Hedwig Uhlmann lived at 88 Reservoir with her elderly parents and two adult siblings. She worked as a hairdresser in 1900 and as a manicurist by 1905. Most likely she worked along Third Street and might have taken the trolley on some days, or simply walked.

For those on Reservoir Avenue who did work in the tanneries and lumberyards, the river and the hill posed significant obstacles. Frank Rohde was a porter and probably worked at one of the many tanneries operating along the river. If he worked at the Trostel Tannery, for instance, he might have just jumped the wall along Reservoir Avenue and clambered across the railbeds down the hill. But that route might have been treacherous or even impassable, as suggested by a 1903 photograph, in which logs seem to cover the hill just steps from Rohde’s house at 80 Reservoir Avenue (fig. 9). More likely, he had to walk along the ridge and then double back along Commerce Street. Workers in the A. F. Gallun tannery across the river, on the other hand, would have taken the trolley across the viaduct if they had the money or just walked. They would have approached Brady and Van Buren streets, hopped off, then turned 180 degrees, descended the steep sidewalks on either side of the viaduct’s approach, and proceeded right up Water Street to get to work (fig. 10).

The Reservoir Avenue residents who were managers rather than laborers in the tanneries might have followed the same routes but might have worked them differently. Adolph Uhlmann, Hedwig’s father, had been promoted to foreman in the tannery at 612 Commerce Street by 1905. Like Frank Rohde he had to walk all long the ridge then down the hill to get to work. Did the physical walk to the tanneries feel like a social descent? While his neighbors took the trolley overhead, did Uhlmann feel belittled? As time went on, the tanneries created office buildings to separate the managers from the dirty work in the leaching houses, a specialization of space that might have made Uhlmann and other foremen feel more aligned with their neighbors. The status of Uhlmann and Hans Peterson, another foreman living on Reservoir Avenue, might have been further upheld in the evening as they physically hovered over the work areas from their houses as they did figuratively during the work day.

In contrast, instead of moving away from and over the industrial buildings, the residents of Water Street lived and moved among them. In some ways, they had more freedom of movement or at least less fixed routes. A Hungarian immigrant named Stephan Gilany was a day laborer, meaning that he worked different jobs for different companies on different days. One day he might have worked for Gallun just up the street. Another he might have crossed the river to work at the lumberyards, the other tanneries, or the coal yards. Maybe he worked for the railroad or the ice house just up the river. And on other days maybe he had to search farther away and headed downtown into the city. For these trips he could have taken the trolley down Water Street but probably had the money only rarely. Not surprisingly, the viaduct never took him to work. The area up on the bluff was just developing in the 1890s and was almost entirely residential instead of industrial. Despite looking at the bluff everyday and living under the bridge, Gilany had very little reason to cross over that structure.

This street housed many other day laborers who moved in and out of the area on a daily basis and throughout the years. Most families took in boarders and others ran full-on boarding houses. 79-year-old Rosalind Wima and her son Charles had arrived from Germany twenty-years before, probably when Mr. Wima died. They boarded Albert Henke and both men worked as day laborers. John Hoth was among the only Water Street residents to have lived in one place long enough to appear in the city directories. At different times he was a teamster and a tanner, which would have taken him out of the house. In another record, he was a hosteler, probably joining his wife Minnie who frequently took in boarders. Across Water Street the Schlitz tied house run by Daniel Stack and his wife Bertha boarded almost twenty day laborers at any one time.

With their houses so cramped and surrounded by the stench and activity of industry, many Water Street residents spent non-working hours away from the river. Their primary shopping and cultural centers were southeast of the river on Brady Street and in the Polish neighborhood surrounding Pulaski Street. William Lange, perhaps the most successful Water Street resident, was a distiller from Hungary who lived at 955 with his wife Fernanda, five young children in school, and a teenage daughter named Sarah who worked as a stenographer. Fernanda probably walked

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14 The 1905 City Directory lists Uhlmann as a foreman at 612 Commerce Street but the numbering on that street has been changed and is unclear on the Sanborn maps. He probably worked for Trostel and Sons, Phoenix, Pfister and Vogel, the Canal Tannery, or the William Becker Leather Company.
several blocks to Brady Street on most days to shop while Sarah took the trolley downtown to the courthouse. Also living with them was a young Polish woman recently arrived in the United States named Bertha Feldmouse. When Bertha was not busy caring for the Langes’ children, she probably sought Polish compatriots along Pulaski Street. Like immigrant enclaves across the country at this time, the Polish in Milwaukee set up support networks, social clubs, banks, aid societies, and taverns through which families helped one another make new homes in this city. Bertha would have walked there for support, attended St. Hedwig’s church, and shopped in the informal storefronts on Pulaski. 

Bertha’s walking through this neighborhood, sharing the same hardships and experiencing the same celebrations with a community of people constituted a performance of group identity. 

But overall, Bertha and other Water Street residents harbored multiple identities. These houses gave shelter and community to people from different parts of Europe, at different stages of their assimilation into a new country, and at different levels of need. Everyone might have chipped in to help Emilia Zito, for instance, a 26-year-old mother of two toddlers, who was married but whose husband lived elsewhere. She had no job and spoke no English. While her German roots and language may have helped her find community quickly, her national identity probably was trumped by her role as mother and a person struggling to eat and live day to day. As Robert A. Slayton wrote in his study of the larger but comparable Back of the Yards neighborhood in Chicago, stories of working-class industrial communities are stories of adaptation. He argued that the “factory, the family, the church, the social club, the tavern, and the grocery store all served as different arenas in which to fight the battle for peace and stability.”15 While the residents under the Holton Street viaduct did not constitute a cohesive community as the Reservoir Avenue residents did, they moved through their neighborhood using each space — houses, factories, streets, and stores — to forge relationships that could help them survive, and with luck, succeed. 

This comparison of the daily movements of residents living on opposite sides of the river suggests that their paths rarely crossed. On Commerce and Water Streets, workers’ movements overlapped, and sometimes they worked together on the tannery floors or in the lumberyards, though usually at different levels of authority. For the most part, then, they enacted the social divisions that their landscape prescribed for them. 

Thinking about bodily action, however, also suggests ways that residents subverted those prescribed roles. Here, critic Michel de Certeau’s ideas about everyday movement are useful. De Certeau would call the types of movements discussed so far strategies. Enacting one’s participation in one’s perceived community is space dependent, whether it be the self-consciously enclosed German community on the hill or the more struggling mixed-heritage community under the bridge. 

Walking to work or to shop relied on the “proper” — to use de Certeau’s word — or the structures built into a place like roads, trolley systems, and buildings. In contrast, de Certeau identifies another type of movement or action: the tactic. Tactics rely on time rather than space. They are opportunities that creep up, that people take advantage of at the spur of the moment. Their power lies in their spontaneity and unmeasurability. 16 In these Milwaukee neighborhoods, tactics were the acts that subverted the divisions between Reservoir Avenue and Water Street, between the Third Street neighborhood and Pulaski Street. 

Leisure activities may have offered the most opportunities for tactical performativity. Consider the swimming schools. Rohn’s Swimming School on the Northwest side of the river just up from the North Avenue dam catered to the German community quite exclusively. When Julius Rohn died in 1896, one obituary read “his patrons were among the best people in the city, particularly the Germans.”17 But there were swimming schools on the Water street side too. An 1890s photograph shows foot paths down the hill to the waterfront at the dam (figs. 11 and 12). Certainly people from the Water Street side swam across the river. Maybe friendships cropped up between the Hungarian Lange children and the Orths’ Wisconsin-born German children despite the language and culture barrier. 

On the other hand, maybe fights broke out. Disputes seem to have been the norm during the winter equivalent of swimming school — namely ice hockey. Brady street neighborhood historian Frank Alioto suggests that packs of boys from opposite sides of the river fought over the best ice (fig. 13). These tactics on the river itself — a liminal boundary or contested place — forged relationships that, for some, were class-crossing friendships and for others reinforced ethnic group loyalties. 

Kilbourn Reservoir Park might have been another place where groups met (Figs. 14, 15, 16). Opened in 1874, the park provided walking paths through a constructed landscape in the romantic tradition, a major leisure destination for middle-class Milwaukeeans. Elizabeth and Minnie Tesch, unmarried women in their twenties living with their parents at 88 Reservoir Ave, might have promenaded through the park on Sunday afternoons, dressed well in hats, looking out over the city, flirting with neighboring men. In this way, they performed their leisureed identity. This performance was shown in part for themselves and their friends, but in this particular park, it was also performed for the people on the other side of the river. 

But what happened in the park at other times? During the work week, in the early morning hours or at dusk? What kind of chance encounters happened on those winding paths? Or who planned illicit meetings? In these ways, 

residents on both sides of the river had the opportunity – in the park as on the streets or in the river – to subvert the role assigned to them by this hierarchical landscape. While Theodore Herschfeld the young rag peddler might have felt uncomfortable running into Mrs. Baumgartner or her neighbors in the park, he also might have embraced the opportunity to “pass” or to remake himself to fit in to Kilbourn Park’s Sunday afternoon scene. The park, in other words, was a place for an alternative performance of self.

Another useful way to think of these residents’ shifting senses of selfhood comes from Upton. He suggests that people experience constant dissolution of group alliances as they cross barriers between one place and another. Bertha Feldmouse for instance shifted from being an outsider speaking Hungarian instead of her native Polish in the Lange’s household, to finding compatriots and welcoming social groups on Pulaski Street. Adolph Uhlmann saw himself on equal footing with his banker and lawyer neighbors when at home on Reservoir Avenue, but reconfigured himself at the tannery as an authority among the less powerful workers, allied instead with fellow foremen in other buildings or offices within the company.

By offering these and other opportunities for dissolution or to perform alternate selves, this area along the Milwaukee River may have generated anxiety among its middle-class residents. That ever-American “fear of falling” plagued progress-minded Victorians. In this steeply graded landscape, did the chance of slipping from one’s comfortable station into a working-class muddle seem literal as well as metaphorical? At the same time, how did Water street residents cope with the downward stares from the Reservoir Avenue hillside? In the future, additional stories of movement, strategies, and tactics could reveal more of these meanings.

After this preliminary exploration of ways to interpret the experience of this particularly hierarchical place in Milwaukee, the hypothetical skeptic’s question about the speculation inherent in material culture scholarship could be considered even further. Literary historian Stephen Greenblatt, in his contextual building-up of the contact period between Europe and the Americas, has argued that human experience is defined by representation, that almost no interactions occur in which representation is absent. As humans we project our expectations onto things, people, and cultures, thus transforming them into versions of our own desires, or representations of our ideas. Thus the Reservoir Avenue houses and their residents could not be anything but representations to the Water Street residents: representations of social power they lacked, of the tannery which they valued as employers but maybe resented simultaneously for unfairly docking a day’s pay, of leisure time they coveted. Traditional historical or social science evidence will not capture that dynamic of projection.

Further emphasizing the role of representations in our construction of culture, environmental historian William Cronon has argued that the practice of studying history is truly a practice in storytelling. From the fact that two people can tell very different stories based on the same pieces of evidence, Cronon suggests that storytelling is not only an age-old way of making sense of the past, but that it is also a player in cultural formation. The narratives we tell ourselves about where we come from, where we are going, and why the world appears as it does, are all culturally-generated stories that contribute to our decision-making processes. With this in mind, the stories developed in this paper about the spatial experiences of residents on opposite sides of the Milwaukee River become necessary tools for finding meaning in their lives. The idea that storytelling or developing representations of historic reality are speculative somehow misses the essential narrative quality that is not only our best way to understand history but is at the heart of today’s reality as well.

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Fig. 1. Detail from an 1888 Milwaukee map with residential areas considered in this study highlighted in red and blue. Lumberyards and the coal docks are highlighted in dark green, tanneries in lighter green. Wright’s Map of Milwaukee, Milwaukee: Alfred G. Wright; Milwaukee Lith. & Engr. Co., 1888. Courtesy of the American Geographical Society Library, University of Wisconsin—Milwaukee. Orig. ID 893-D.X54 D-1888. Image ID am007907.

Fig. 3.

Fig. 4. This postcard seems based off this photograph by Joseph Brown. Left: Holton Street Viaduct, photograph by Joseph Brown, ca. 1902. Original in Joseph Brown Negatives and Photographs, Wisconsin Historical Society Archives, Image ID: 47969. Right: Postcard, lithograph, 1907–1930, 3.5 x 5.5 cms. Original is in the Thomas and Jean Bliffert Postcard Collection, UWM Manuscript Collection, University of Wisconsin—Milwaukee Libraries. Image ID: Post_Milw_000372.
Fig. 5. Photograph from W. J. Anderson and Julius Bleyer, Milwaukee’s Great Industries: A Compilation of Facts (Milwaukee: Association for the Advancement of Milwaukee, 1892), 345. Map is from the 1894 Sanborn Fire Insurance Company.

Fig. 6. View today as would have been seen by workers at the Milwaukee Electric Railway and Light Company. Photo by author.
Fig. 7. View today as would have been seen by N. Water Street residents looking across the river to Reservoir Avenue. Photo by author.

Fig. 8. Diagram made with map from figure 1 with common routes from residence to work and shopping areas. Red lines represent Reservoir Avenue residents and blue lines represent Water Street residents. Corresponding shopping areas are highlighted along Third Street and Brady Street.
Fig. 9. Frank Rohde’s route down the bluff was treacherous. See stacked lumber in upper left corner of photo. Photograph of the lumberyards taken by Joseph Brown from the Holton Street Viaduct, ca. 1903. Original in Joseph Brown Negatives and Photographs, Wisconsin Historical Society Archives. WHi-47950.

Fig. 10. View of the Holton Street Viaduct approach looking north from Van Buren Street. Image from Frank D. Alito, Images of America: Milwaukee’s Brady Street Neighborhood (Chicago: Arcadia Publishing, 2008), 23.

Fig. 11. Rohn’s Swimming School operated on this site on the northwest side of the Milwaukee River in the 1890s. Milwaukee River Dam and North Avenue Bridge, ca. 1895. Photograph, original in Archives, University of Wisconsin—Milwaukee Libraries. M1000136.

Fig. 12. Milwaukee River Dam looking toward Water Street with visible paths down the hill. Image from Frank D. Alito, Images of America: Milwaukee’s Brady Street Neighborhood (Chicago: Arcadia Publishing, 2008), 26.
Fig. 13. Ice hockey on the river may have been an activity that forged relationships—good and bad—between residents of opposite sides of the river. Image: Frank D. Alioto, Images of America: Milwaukee's Brady Street Neighborhood (Chicago: Arcadia Publishing, 2008), 75.

Introduction

Conventional narratives suggest that damming rivers is devastating to local ecological systems. In the case of Milwaukee and the Milwaukee River, the construction and eventual reworking of the North Avenue Dam confirms this narrative. Built in 1836 in preparation for a doomed canal project, the dam was finally removed in 1997 as part of the city's ongoing attempts at green rebranding. From initial building to eventual reconstruction as a pedestrian bridge, the North Avenue Dam tells a familiar story: of fallen nature, slowly re-emerging. In this paper, I want to think about the North Avenue Dam as a site that materializes broader ideas about the natural world, and affectively grounds them in Milwaukee's cultural landscape. I want to think about the dam in two distinct historic periods: one, the era in which the dam was built, as a demonstration of a set of ideas about the natural world that suggest nature is to be tamed and harnessed for growth. The second historical period, roughly dating from around the mid 1990s until the present day, suggests a radically different approach to the natural world, one in which ideas of the natural and the urban are being conflated and mingled. I want to investigate the ways in which Milwaukee's Riverwalk suggests a new approach to urban ecology, one that borrows from environmental history to argue for a kind of hybrid or relational approach to the intersections between nature and culture.

The fundamental question I want to ask is: how do different minglings of nature and culture within the cultural landscape produce different ecological subjects? In the case of the initial damming of the river, I want to suggest that the dam both disciplined
the river—in the classical sense suggested by ecologists who criticize dam building more broadly—but I also want to suggest, following Jeff Wiltse, that the damming allowed for a broader disciplining process that affected working class youth in the city of Milwaukee. By opening up a space in which swimming was policeable according to Victorian mores, the dam facilitated a turning away from swimming as a working class pastime. With the eventual closing of the pools due to increasingly murky water and a lack of interest, swimming was effectively relegated to indoor spaces, away from the Milwaukee River. Pollution here is a kind of co-creator of social change in a very direct way.

But if one particular ecological imaginary helps to produce particular subjectivities, the related question is obviously: how does the current space help to construct particular approaches to ecology on the part of Milwaukeeans? One answer is obvious: more nature in the city means people appreciate nature more. But this assumes a neutrality to discourses about nature, which ignores the complex entanglements between urban greening and urban renewal that have characterized much of post-Fordist urban development. Additionally, in recent years scholars have attempted to blur the enlightenment distinctions between nature and culture through new urban ecological formulations, of the city as hybrid, cyborg, or metabolic. What emerges from this work is a sense that new ideas about urban ecology are in the making. I want to think a bit about what that means, and how the current Riverwalk space on the Milwaukee River—a decidedly liminal or in-between space—suggests new linkages between people and the biophysical world. Much of this is admittedly speculative in nature, but I hope to use the
landscape itself as a source of evidence for how new ecological imaginaries might be constructed in Milwaukee.

**Construction**

The North Avenue Dam was initially built in the mid-1830s as part of a sawmill, but would gain its prominence as part of a scheme to connect Lake Michigan to the Rock River and ultimately the Mississippi River watershed. The idea, developed and began by Westside Milwaukee founder Byron Kilbourn, was designed to connect Milwaukee with Wisconsin’s burgeoning lead mining industry in the Southwestern corner of the state en route to the Mississippi. Ground was broken on July 4, 1838, and construction ended in 1842. But the canal was a disaster: local political issues prevented its full construction and ultimately the eras of canals would come to an end with the emergence of the railroad (and, of course: Chicago). Kilbourn’s plan was killed by Governor James Doty’s interest in a Fox-Wisconsin waterway, and all that was built was a canal—often referred to as a ditch or a trench—that roughly stretched from North Avenue to what is now King Drive and McKinley Avenue, about a mile. The canal is now buried beneath Commerce Street, and has been since 1884. The failure of the project was a product of local political anxieties coupled with broader shifts in transportation and technology.¹

Yet it was not all in vain. Kilbourn modified the dam and promoted the canal as the ideal location for mills and factories, and by 1843 a small industrial district had emerged. According to Riverwest historian Tom Tolan, more than two dozen mills and

canals lined the canal by 1848.\textsuperscript{2} As years progressed, most heavy industry would move to sites like Bay View and the Menominee River Valley, yet the Brewers Hill neighborhood would remain a site for brewing and tanning. Despite the canal’s failure, creating an industrial district and allowing for the growth of neighborhoods like Riverwest were the first unintended consequences of the project.

Arguably the most large-scale effect of the North Avenue Dam, and another unintended consequence, was to turn the river into a giant swimming hole. By blocking the river’s flow, the dam opened created a deep pool that was subsequently used by many for recreational purposes. The first swimming school—Rohn’s—was opened in 1856, and it would be quickly joined by Ludemann’s-on-the-River along with Bechstein’s and Whittaker’s. And it wasn’t just swimming at the dam. In a 1953 article for the Milwaukee Historical Society, L.W. Herzog reminisces about a “kaleidoscopic picture of excursion boats, swimming schools, rowing clubs, water carnivals, Venetian nights and the tinkle of banjos and mandolins from canoes floating on the moonlit river.”\textsuperscript{3} Much of the history of the swimming schools is told through the language of longing for a past era. Herzog engages with this as well, noting:

The old days on the river are definitely over. The automobile played its part, and the pollution of the water by industrial wastes had its effect....The Whittaker Swimming School buildings went when the new North Avenue viaduct was built in 1923. Rohn’s and Bechstein’s carried on until 1940 when they too gave up the ghost.\textsuperscript{4}

Similarly, in a 1982 \textit{Milwaukee Sentinel} article, Kathy Warnes pines:

\textsuperscript{2} Tolan, 5.
\textsuperscript{4} Herzog, 7.
I sit on the Milwaukee River bank beneath the North Avenue dam, feeling the warm sunshine on my shoulders and an ache in my heart for my river… I close my eyes and suddenly I’m a girl again, the river is unpolluted, and the days and years stretch as brightly ahead as the sunshine.

One story here is easy to tell. It is the classic story of ecological hubris and the disciplining of natural flows. Milwaukee’s industry affectively overused the river and caused its present state. Yet I want to also argue that these swimming schools near the North Avenue Dam were about more than the disciplining of water. They were also part of a process in which working class youths came to find their recreation increasingly bureaucratized, an insight I largely owe to Jeff Wiltse and his book, *Contested Waters*, probably the only written history of America’s swimming pools.

In it, Wiltse details the creation of swimming pools in America as sites where ethnic and racial categories were fought over. Much of his evidence is drawn from Milwaukee. At one point, he details a public debate around an ordinance that prohibited public swimming and bathing, and quotes letter writers who complained of swimmers’ brazen nudity. As a result, large numbers of men and boys were hauled into court on public swimming charges, and told to swim at the North Avenue Dam, which was far enough away from the city to be acceptable. There are questions lurking even in something as seemingly banal as swimming: questions of respectability, gender and class. The shift from working-class public swimming to municipal pools entailed a rewriting of conventional narratives about respectability and recreation.

But this process of disciplining has greater implications when connected to broader narratives of suburbanization, privatization and disinvestment. As Wiltse details in his book, this movement away from the river on the part of swimmers was eventually

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7 Wiltse, 11.
tied to a broader movement away from swimming on the part of poor urban residents. Wiltse ties this to contemporary literature on the decline of American community, and notes, “The privatization of swimming pools during the second half of the twentieth century degraded the quality of community life in America” (183). Wiltse privileges the particularly democratizing reality of swimming schools, but he also ties in the decline of public swimming to larger shifts in urban community and public space. The growth of privatized swimming enclaves meant that the poor and the working-class were disproportionately affected by this move away from public space at sites like the North Avenue Dam.

In one section of the book, Wiltse details a riot in Chicago in 1966, sparked by a dispute over using fire hydrants as illegal sources of cool water, something still done today and memorialized in Spike Lee’s *Do the Right Thing*. Wiltse quotes one African-American Chicagoan, who argues, “I’ll cool my ass anywhere I want to. They ought to take some of that poverty money and put a swimmin’ pool over here.”8 Here, Wiltse ties the placement of swimming pools—as sites where communities cool off, build solidarity and blow off steam—to broader politics of race and class in America. Swimming pools are one part of the process by which inner city urban residents were increasingly marginalized in the postwar years. The decline of public swimming space is a particularly effective way of thinking about urban disinvestment given pools’ double function as sites of community conversation as well as places to cool off in the summer. Due to increasing pollution, the Milwaukee River could no longer serve as a public space for Milwaukeeans, a fact that disproportionately affected those most in need of park access.

8 Wiltse 186.
In his 2002 book *Heat Wave*, Erik Klinenberg performs what he calls a “social autopsy” of Chicago’s disastrous heat wave of 1995, an event that also caused quite a few deaths in Milwaukee.⁹ I want to think about this event as a version of what Wiltse is describing in his book. This is not to suggest that access to river water would have saved lives in Milwaukee and Chicago, but it is to contextualize the heat deaths within the narrative that Wiltse suggests, of declining public life in American inner cities.

Klinenberg’s book is about “the expendability of life on the margins of a major American metropolis at the moment of its greatest prosperity” and his figures are staggering: In one week in July, more than 739 Chicago residents died as a direct response to the heat.¹⁰ Most of them were elderly, poor and isolated. Similarly, 81 Wisconsin residents died between June 20 and August 19, most of them during the July heat wave. Additionally, heat exposure was seen as a contributing factor in the deaths of 73 Wisconsinites in the same period. Nearly 80% of the deaths occurred in Milwaukee County.¹¹

Obviously, much of this is due to the so-called Urban Heat Island effect as well as higher population numbers in Chicago and Milwaukee. But Klinenberg echoes Wiltse by focusing on what he calls “social isolation,” a process in which elderly people were increasingly segregated and alone, and subsequently most at risk of dying from the heat. Many elderly people, living in so-called “bombed out” neighborhoods, were so terrified of crime that they were unable to leave their apartments, and Klinenberg makes it clear that those who were most at risk were those who were most isolated from friends and

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¹⁰ Klinenberg, 241.
family. The death reports Klinenberg assembles are deeply tragic: brief sketches of lives defined by paranoia, loneliness and failing health.

In one illuminating section of the book, Klinenberg compares the 1995 heat wave with a similar one in 1955, a decade before Chicago’s hydrant-sparked riot. Despite the lack of air conditioning in the bulk of Chicagoans homes in the 1950s, mortality rates were roughly half of what they were in 1995. Klinenberg attributes this to a greater public culture in places like Chicago, and details stories of Chicagoans sleeping in parks to escape the heat. One resident of Chicago’s North Lawndale neighborhood reminisced about sleeping in parks with the rest of the block, but when asked if he would do it today, noted:

Over here? Now? Are you kidding me? No, no, no. No one would sleep. I won’t even walk at night around here. It’s too dangerous. You can’t trust your luck too much. People out at 2 or 3 in the morning will do anything. You have to be cautious.12

The voices of the elderly provide a compelling look into the realities of urban disinvestment and the move away from public space. The issue is not just the criminalization of public space, what many scholars have written about, but it is also about the manner in which public spaces become ultimately unusable or dangerous. Efforts to discipline and control nature resulted in a river space that was no longer accessible by people in the city most in need of its benefits: as public space and as a site to cool off. By polluting the river, those who profited from the river’s source of labor power affectively marginalized those who did not benefit from the river’s profitability, notably African-Americans and the poor. Bureaucratizing public swimming was but one part of a bigger story, a story about the decline of public life in American cities in the

12 Klinenberg 58.

**Rebuilding**

In a 1997 article about the dam’s removal, a construction engineer was quoted as saying, “When we get done with this section of the river by late October, it’s going to be beautiful. The city is reclaiming the river that once was here.”\(^\text{13}\) Similarly, in a 2002 issue of *Riverwest Currents*, Dan Gray notes in reference to the river that is now devoid of the dam, “Perhaps the nicest thing about the riverbank is that you can sit and watch the fish jump, hear the birds calling, notice the animal tracks in the mud, and never realize that it wasn’t always this beautiful.”\(^\text{14}\) These narratives suggest a kind of fallen nature, an Edenic narrative that conceptualize human overuse as the cause of the river’s current ails. This is undeniably the case, and the ecology of the river suggests this. But given the river’s history of social differentiation, I want to caution against using restoration of the Milwaukee River as a way to dehistoricize the river’s ecology. Nature is not, and never has been, static, and to suggest that we need to just restore the river to its past state suggests a host of problems, both methodologically and ideologically. An obvious danger has to do with inherently uneven nature of river access, dealt with previously. By naturalizing the site, urban ecologists run the risk of using a discourse of nature-as-neutral to cleanse the river of its historic connections, both good and bad.

Instead, I want to suggest that we think about the Milwaukee River, and its dams, lingering tanneries, and its condominiums as part of one system, what Richard White


\(^\text{14}\) Dan Gray, “The North Avenue Dam is Gone but not Forgotten,” *Riverwest Currents* (November, 2002).
calls an *Organic Machine*.\textsuperscript{15} In his 1995 book of the same name, White suggests that our relationship to the natural world is problematic, resting too often on binaries between noble, feminine nature and masculine destruction. White instead suggests a vision of the Columbia River as a hybrid encounter between technology, management, construction, and, fundamentally, labor. He notes:

> The Columbia has become an organic machine which human beings manage without fully understanding what they have created.

He goes on to outline the devastating ecological effects associated with the river’s modification before concluding:

> And yet to simply renounce development on the Columbia is equally to miss the point. We can’t treat the river as if it is simply nature and all dams, hatcheries, channels, pumps, cities, ranches, and pulp mills are ugly and unnecessary blotches on a still coherent natural system. These things are part of the river itself. There are reasons they are there. They are not going to vanish, and they cannot simply be erased. Some would reduce the consequences to a cautionary tale of the need to leave nature alone. But to do so is to lose the central insight of the Columbia: there is no clear line between us and nature. The Columbia, an organic machine, a virtual river, is at once our creation and retains a life of its own beyond our control.\textsuperscript{16}

White’s broader project is about knowing nature through labor, something most environmentalists are somewhat loathe to do. And so what matters to White is intent: why and how did boosters and workers imagine their work? I think this is a starting point for how we need to think about the North Avenue Dam, an insight culled from White’s work but also from the broader disciplinary history of Cultural Landscape studies.

> Given Landscape’s somewhat uneasy position—both as a material entity as well as a representational space or way of seeing—some scholars have tried to use labor as a way of merging these two definitions. For Don Mitchell, in his 1996 book, *The Lie of the


\textsuperscript{16} White, 108.
Land, labor is a way of mediating between landscape’s materiality and its visual dimensions. The fundamental question for Mitchell is: who made the landscape look like the way it does? His answer, as part of what he calls the “ontology of labor” is to suggest that:

…a landscape is a ‘work”—a work of art, and worked land. But as Raymond Williams, like Cosgrove, was at pains to point out, one of the purposes of landscape is to make a scene appear unworked, to make it appear fully natural. So landscape is both a work and an erasure of work.17

Other scholars in Cultural Geography have furthered these arguments. Jim and Nancy Duncan, in their work on the cultural landscapes of New York’s Northern suburbs, argue that it is primarily the labor of Latin American immigrants that creates bucolic and pastoral suburban scenes, but the workers themselves are subsequently written out of the visible scene through anti-loitering laws and racism.18 Similarly, Sam Dennis, in his article on the cultural landscape of South Carolina, details the elaborate systems of control that allowed the region to produce rice within the context of a brutal slavery system.19 But the evidence of this labor no longer exists in the landscape unless one is looking from above. In this instance, it is precisely the capacity of natural systems to disguise human modification that allows for this erasure to take place. These are profoundly human-created landscapes made to seem natural. And they matter.

In his 2003 essay, Normative Dimensions of Landscape, Richard Schein articulates a vision of the cultural landscape as more than just a repository of meaning to

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be read, more than just our “unwitting autobiography” to quote Pierce Lewis. Schein argues that landscapes are not just reflective of cultural intent—whatever that is—but are also deeply constitutive of what he calls, “social and cultural processes.”\textsuperscript{20} He notes, “Through its symbolic qualities, the cultural landscape serves to naturalize or concretize—to normalize—social relations.”\textsuperscript{21} He goes on to suggest that “The landscape is not innocent.”\textsuperscript{22} This indictment forces us to ask how our everyday landscapes are filled with value, ideology, and erasure.

Schein gives a kind of agency to landscape, which allows us to conceive of the erasure of historic labor from everyday spaces as part of the processes in which culture is created and identity is imagined. This allows us to return to my initial question: how does the new cultural landscape around the Milwaukee River create new ecological subjects? I do not want to suggest that there is a direct corollary between Southern Heritage landscapes and the Milwaukee River, but the obfuscation of labor through natural reclamation allows for some similarities to be found. Part of this has to do with the scripting of natural systems as value free sites for recreation and leisure, something that, as Bill Cronon and Richard White point out, is a direct response to a very particular way of infusing nature with value.

Narratives of natural reclamation often assume a timelessness to the places they are constructing, as though nature exists outside of history. In his article in support of the Milwaukee River conservation strategies, Milwaukee Alderman Nik Kovak notes:

\textsuperscript{21} Schein 202-203.
\textsuperscript{22} Schein, 203.
One hundred years ago our Milwaukee River was a recreation destination – complete with swimming beaches, water slides, ice hockey in the winter, and summer cruises upstream to beer gardens and amusement parks. Fifty years ago the same river was an economic engine for the region, a commodity producer for the world, and a dammed up cesspool devoid of fish and swimmers.²³

Alongside their highlighting of the river as a space of recreation rather than labor, these narratives suggest that the river is there to be found if only we can strip away the impure human touch. But they ignore the fact that modifications made to the river—canalization, damming, integration with sewage systems—are part of what the river presently is. And they are part of the process by which we come to understand the natural space as a site for leisure and recreation rather than fear. As Matthew Gandy (2004) suggests, it is precisely the canalization of the L.A. River that enables it to feel presently unthreatening, a point that holds true given the Milwaukee River’s history of flooding.²⁴ It is the harnessing of the river for power that both enables the growth of Milwaukee—and one could argue an environmental consciousness in the first place—as well as works to construct a decidedly different river. Restoration that ignores these processes of modification can be dangerous. As Gandy argues,

› To erase all trace of these landscapes is to ignore the ‘ordinary city’ that lies concealed behind the dominant cultural and political narratives of urban change. The imposition of an ‘ecological simulacrum’ in the place of the concrete river, as part of a wider agenda of ecological restoration, raises its own sets of social and cultural assumptions that are invariably cloaked—like the City Beautiful movement of the past—beneath rhetorical claims to present the public interest. Yet the degree to which marginalized communities in the vicinity of the river have been integrated into the planning process rather than merely co-opted into a pre-determined ecological vision is rarely considered.²⁵

Restoration typically obscures the decidedly human processes that have been a part of the creation of natural systems. In these framings, the river just needs to be freed of its human modification.

²⁵ Gandy, 142.
But given Milwaukee’s labor history, it is hard to see the river as a neutral space. Despite the claims to a kind of nature-as-neutral discourse on the part of river boosters, the river is a highly differentiated site. It is a space where German immigrants found work and African-Americans were denied employment. It is a space that allowed vast fortunes to be made by men like Byron Kilbourn at the same time as the river was becoming increasingly polluted and dangerous. The fact that poor and homeless Milwaukeeans currently eat toxic fish caught near the North Avenue Dam suggests that these processes are not just historic but still ongoing. Framing the river as a recreational space, as river boosters do, suggests that these conflicts are no longer present and are not a part of the landscape’s morphology. Rather than focus on discourses of natural reclamation, promoters of Milwaukee’s river walk need to find ways to both commemorate labor in the landscape as a constitutive part of that landscape while also stressing the uneven access to those sites of labor on the part of marginalized communities.

**Conclusion**

Ultimately, the danger is to privilege the idea of urban ecology while denying the actual material connectivity between the city and its natural spaces, which are as much infrastructural as they are metaphorical. By including viewshed restrictions in the current plan, river boosters are affectively denying this material connectivity.\(^2^6\) They suggest

\(^2^6\) In a commentary on the viewshed restrictions entitled *Protecting the Milwaukee River? Or Overreaching Zoning?*, Milwaukee blogger Dave Reid argues in favor of development along the river, noting that if the city is actually interested in environmentalism, rather than the look of environmentalism, they should focus on density over “natural” views (http://urbanmilwaukee.com/2008/12/23/protecting-the-milwaukee-river-or-overreaching-zoning/). In the surprisingly theoretically sophisticated conversation that follows in the comments section, a handful of commentators hash out just what precisely the conflict is about. One even notes, in a quote that would be at home in an Environmental History text book, “The unreasonable forms of support for maximum restriction on development include this weirdly moralized
that it is not nature if the viewshed is compromised by impure humanity. We’re back, again, to wilderness, but this time we’re still in the city. Urban ecology should not sacrifice the urban, but instead needs to find a way to see human modifications as inherently constitutive of natural spaces within cities, for better or worse. As Shepard and Lynn argue in a brief 2004 chapter:

This opposition between ‘civilization’ and ‘wilderness’ is reproduced within the city when we make rigid distinctions between the built form of urban spaces (e.g., buildings, streets) and the parks, gardens and other green spaces that seem more natural….A dichotomy of this kind neglects the fact that urban open space, no matter how green and full of life, is structured by and predominantly for people.27

The criticisms and theoretical frameworks dealt with in this paper are needed so that the Milwaukee River can become a landscape of justice rather than just a landscape, to paraphrase Don Mitchell.28 Milwaukee’s urban ecology needs to be embedded in the reality that the Milwaukee River today is not the same as it was 100 years ago and it doesn’t need to be. What makes the Milwaukee River so compelling is the entanglements between nature and culture that have created it. Finding ways to do justice to Milwaukee’s history of radical yet uneven labor while highlighting its ecological spaces—and understanding these as two parts of the same process—seems fundamental. Which means the city needs to stop tearing down historic tanneries and using urban greening as a way of displacing residents by luring in the wealthy. It also means that the city needs to tie its urban greening initiatives to broader processes of job creation, increasing public space and support for organized labor. The Milwaukee River is as

much a product of Milwaukee’s industrial history as it is a timeless evocation of natural harmony. Highlighting the material and discursive constructedness of urban nature is a way to do urban ecology without sacrificing the urban. This hopefully paves the way for an integrated approach to urban parks that highlights both the mutability and the instability of natural systems.
SYLLABUS

Research Methods in Architecture
(see 4.1.1.2 in cv)
Arch 585: Research Methods in Architecture
University of Wisconsin Milwaukee | Graduate

Course Information
Fridays: 9:00 AM-11:50 AM ■ Room: Daniel M. Soref Learning Commons, Golda Meir Library, UWM
Instructor: Dr. Arijit Sen
Office: AUP283; Tel: 229 5584; Off Hours: Fridays 1:30-3:00 or by appointment

DESCRIPTION
The objective of this course is to help you transform your object of interest into an object of inquiry. In order to achieve this goal you will explore strategies of architectural research and study possible theoretical frameworks that can guide your research inquiry.

What?
One of the central methodological problem facing architectural design and research is the question of scale-integration. The term scale-integration refers to the ability to see the relevance of the building artifact at multiple geographic and social scales. Often when we study buildings we look at this artifact at the building scale from the point of view of the designer, missing how this object fits in the urban and regional scales or at the scale of the human body and the near environment.

This course will give you necessary skills to study the built environment at multiple scales AND give you basic ability to make this knowledge useful during design practice.

Why is that knowledge important?
There are five important reasons why slipping between scales is an important methodological strategy and a powerful tool during the design process. First, understanding the importance of architecture at different scales will allow you to address multiple social constituencies and institutions such as the city, state, tenants, grass-roots bodies, neighborhood organizations, consultants, and individual clients. Second, shifting scales allow you to see the phenomenon from multiple points of view. It is like cutting a composite biological specimen at different angles and cross sections in order to see how the specimen functions. Third, this course claims that this strategy produces design that caters to multicultural diversity. Fourth, in an interconnected and global world, understanding relationships between multiple scales and networks is central. This course suggests a method that will enable you to work efficiently in a global marketplace. Finally, such a strategy of research increases your cognitive skills (based on Benjamin Bloom’s categories of knowledge) and enhances critical thinking.

How?
You will design a semester-long case-study research project and conduct actual fieldwork in order to execute the project. A series of in-class workshop will introduce you to necessary skills and tactics for data collection and analysis.
Ideally you would have started at the very beginning – choosing your topic, finalizing your questions, identifying your site etc. But due to time constraints we will have to jump start our exploration. This class will start you off with some constraints such as the location of your case study and some overarching ideas within which you will do your research.

**Constraints**

1. You can choose any location on the route of Bus #21. Route 21 starts at the Union and takes you east along North Avenue to Mayfair Road. This bus travels across a cross section of Milwaukee that will include old Jewish quarters, African American neighborhoods, middle and working class neighborhoods, and street car suburbs. The bus travels along the edge of multiple historic neighborhoods: Murray Hill, Riverside Park, Brewer’s Hill, Halyard Park, Harambee, Walnut Way, Metcalf Park, and Uptown.
2. You may choose any location, new or old, that is connected to the production, consumption, and circulation of food. There are some further requirements: your choice of site should be discussed with the instructor, only one restaurant, one grocery store, and one café will be allowed (just so that everyone doesn’t choose the most obvious).

**Books and required texts**

Because of the individualized nature of your assignments, everyone will have readings and references that will be unique to their projects. However there are some common texts that you may want to buy.

**Required:**


**Recommended:**


**Other sources that may be of interest:**


Archives of the journal are held at [http://places.designobserver.com/journalarchive.html](http://places.designobserver.com/journalarchive.html)

**Weekly Schedule**

**Weeks 1-3**

*Research Focus*

Week 1: Topic Statement

Week 2: Annotated Bibliography and literature Survey, Site selection due. **Site visit on Saturday**

Week 3: Correlating and Focusing. Student Presentations

**Assignment: Project statement and Literature Survey**

Define your topic in a short, clear statement

Identify concepts

Design your search strategy

Identify secondary research citations

Evaluate & refine your search

Exercises

Step 1: free writing

Step 2: Looping
Step 3: identifying major topics and headings
Step 4: producing correlational statements – visual organizations
Step 5: Identifying questions
Step 6: Answering questions to produce speculative statements

Workshop: Writing a project proposal; Literature survey and library research; Different kinds of bibliographies

**Weeks 4-6**
*Cartography*
Site Tour + Site Analysis + Relating architecture to urban and regional scales
Week 4 Site Analysis: *Topography and Climate, Site visit on Saturday*
Week 5 Site Analysis: *Networks and History*
Week 6 Student Presentations

**Week 7-9**
*Ethnography*
Week 7: Observations, *Site visit on Saturday*
Week 8: Architecture analysis, Mapping and Interviews
Week 9: Student Presentations

**Weeks 10-12**
*Final Analysis*
Week 10: Public history *Site visit on Saturday*
Week 11: Time and Rhythm analysis
Week 12: Return to precedents and literature survey. Write up

**Week 13**
Weeks 13: Final presentations and/or last minute issues

**Learning OBJECTIVES**
1. The central objective of this class is to provide the students an ability to read the physical world and its social, political, economic, environmental, cultural, and scientific contexts with a focus on systems. Research and critical reflection are integral part to achieve this objective.

2. The course seeks to help students identify critical questions/issues about the relationship between food cultures and the built environment. Each student will explore this issue based on their interests and chosen theoretical framework. This exercise will allow students to assess the strengths and weaknesses of various research approaches, including underlying assumptions, criteria for assessing quality, strategies and tactics.

3. One of the goals is to emphasize the importance of observation, analysis, and reflection.

4. This course aims to increase students’ awareness of methodological issues, appropriate techniques, and strategies that they may use to carry out research. Students will choose from a broad range of alternative approaches to architectural research and evaluate different conceptual frameworks of architectural knowledge. In order to achieve this goal, the course will not examine works of individual architects. Instead, it will examine everyday and ordinary landscapes as case studies.
WORKSHOPS
Research Methods in Architecture
Writing and Synthesis Workshop

http://www.cgu.edu/images/calvin-writing.gif

It is time to synthesize and try and find some coherent pattern to the data you collected. We will do it in five steps. By the end of the class you should have some form of scholarly argument or position statement. If you don’t, please come see me.

Workshop 1 free writing, looping
Write a paragraph describing your topic. (Note: You will have to stick to empirical and observable material phenomenon.)
Transform the central idea into a question or a problem statement
Use the list of active verbs to structure the question.
Use how questions.

[Executive summary or problem statement – A brief statement that defines the scope of the project;]

Forms of Argument
What an argument is: Making and staking a claim. Taking a position on an issue or proposing a point of view. In writing an argument, the intent is to provide evidence in order to substantiate the position offered to an audience. When writing an argument, recognizing who the audience is helps determine the kind and level of information necessary in order to be convincing, clear and comprehensible.

Approaches to Argument
Strategy 1. Chronology: A method of development which uses sequence of events or ideas to develop your conclusion(s).
Strategy 2, Comparison and Contrast: This strategy involves an analysis of quantitative and/or qualitative similarities and differences to evaluate and subsequently validate an argument. Analogous points (similarities) are juxtaposed with counterpoints (differences) to give weight to the variables within an argument.
Strategy 3, Definition: Broad terms or concepts, commonly used terms, and highly controversial terms require explanation. The definition argument depends upon identifying how the term is used and what the author determines as the impact of the meaning. The strategy for a paper of definition includes examples to satisfy the reader’s need and understand the author’s intent.
Strategy 4, Cause and Effect: An argument based upon logical connections between determining factors and an outcome. The effect should bear a significant, tangible, and recognizable relationship to the cause.
Strategy 5, Shed new light or revised understanding of a common phenomenon. This requires that you have discovered something new or have a different take on something that is otherwise mundane and accepted knowledge.

Go to http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx
Do the exercise
• Does my thesis sentence attempt to answer (or at least to explore) a challenging intellectual question?

• Is the point I'm making one that would generate discussion and argument, or is it one that would leave people asking, "So what?"

• Is my thesis too vague? Too general? Should I focus on some more specific aspect of my topic?

• Does my thesis deal directly with the topic at hand, or is it a declaration of my personal feelings?

• Does my thesis indicate the direction of my argument? Does it suggest a structure for my paper?

• Does my introductory paragraph define terms important to my thesis? If I am writing a research paper, does my introduction "place" my thesis within the larger, ongoing scholarly discussion about my topic?

• Is the language in my thesis vivid and clear? Have I structured my sentence so that the important information is in the main clause? Have I used subordinate clauses to house less important information? Have I used parallelism to show the relationship between parts of my thesis? In short, is this thesis the very best sentence that it can be?

Workshop 2 brainstorming

[Background information -- The history of the idea (why do this project), the current status of the research in this area, and a definition of terms needed to facilitate a lay reader's understanding of the project;]

Now break up into groups and share your proposal and argument. Explain to your partner how you came about the idea. Explain how the idea emerged from empirical data in the field. Show your partner the evidence from where you gather your thoughts. Show how patterns emerge. Take notes. Your partner will be responsible for writing the background information for you.

Workshop 3 clustering and evidence

[Specific goals and objectives -- An expansion of the discussion of the scope of the project, focusing on the specific goals and/or objectives of the research;]

Based on your data from Workshop 3, draw a map of ideas identifying the major points that make up your research. You may examine your marked free-writing samples to identify important issues. Refer to Clustering in the KU writing tips (appendix).

During this workshop you are asked to plan appropriate analytic drawings and other representational techniques to argue your case.
Strategy 1: Renee Chow's analysis drawings
Strategy 2: Time and people maps, behavioral maps, Zeisel, Chow, Tufte
Strategy 3: Figure-ground, elements in field, place theory drawings
Strategy 4: Techniques mentioned in Responsive Environments
Strategy 5: Mapping and overlays

Workshop 4 literature survey
During this workshop you will use the taxonomy from the earlier workshop to collect major articles and books from bibliographic sources. We will specifically use Art and Avery Index, JSTOR, Project Muse, Nexus-lexus, Newspaper archives, google, Library of Congress, Chronicling America
http://www.loc.gov/chroniclingamerica/search_fulltext_advanced.html

Do not trust the internet as a source. See how to evaluate the validity of what you find in the internet in http://www.writing.ku.edu/students/evaluate.shtml

Review of literature -- An overview of the current literature available on this topic highlighting the most relevant references; make sure to cite all references in the Literature references section

Workshop 5 significance and argument revisited

[Significance of problem or impact of goal addressed -- A discussion of the impact of the project on the following: the discipline, other disciplines, faculty, students, the university, and the world. While your particular project may not impact or have significance for all of these entities, the discussion should focus on the value or consequence of having carried out the project
Break up into groups to brain storm significance-points listed above. Revisit central argument/position statement. ]

Resources
http://iws.ohiolink.edu/~sg-ysu/process.html
http://bcs.bedfordstmartins.com/rewriting/default.asp?uid=0&rau=0
http://www.dartmouth.edu/~writing/materials/student/ac_paper/develop.shtml

What to do after class
After class write an outline of your final paper (without actually filling in the content). This exercise allows you to get an idea of the scope of your project, the kind of data that you need to collect and the research analysis methods to use.
You will also try to find as many sources under the taxonomies and categories developed in class.
Complete annotated bibliography by October 19.
Refer to http://bcs.bedfordstmartins.com/rewriting/re2.html for help in research.
APPENDIX

KU Writing Center www.writing.ku.edu

Freewriting

Freewriting is a process of generating a lot of information by writing non-stop. It allows you to focus on a specific topic, but forces you to write so quickly that you are unable to edit any of your ideas.

• Freewrite on the assignment or general topic for several 5-10 minutes non-stop. Force yourself to continue writing even if nothing specific comes to mind. This freewriting will include many ideas; at this point, generating ideas is what is important, not the grammar or the spelling.

• After you've finished freewriting, look back over what you have written and highlight the most prominent and interesting ideas; then you can begin all over again, with a tighter focus. You will narrow your topic and, in the process, you will generate several relevant points about the topic.

Looping

Looping is a freewriting technique that allows you to increasingly focus your ideas in trying to discover a writing topic. You loop one 5-10 minute freewriting after another, so you have a sequence of freewritings, each more specific than the other. The same rules that apply to freewriting apply to looping: write quickly, do not edit, and do not stop.

Freewrite on an assignment for 5-10 minutes. Then, read through your freewriting, looking for interesting topics, ideas, phrases, or sentences. Circle those you find interesting. A variation on looping is to have a classmate circle ideas in your freewriting that interests him or her.

Then freewrite again for 5-10 minutes on one of the circled topics. You should end up with a more specific freewriting about a particular topic.

Loop your freewriting again, circling another interesting topic, idea, phrase, or sentence. When you have finished four or five rounds of looping, you will begin to have specific information that indicates what you are thinking about a particular topic. You may even have the basis for a tentative thesis or an improved idea for an approach to your assignment when you have finished.

The Journalists' Questions

Journalists traditionally ask six questions when they are writing assignments, 5 W's and 1 H: Who?, What?, Where?, When?, Why?, How? You can use these questions to explore the topic you are writing about for an assignment. A key to using the journalists' questions is to make them flexible enough to account for the specific details of your topic. For instance, if your topic is the rise and fall of the Puget Sound tides and its effect on salmon spawning, you may have very little to say about Who? if your focus doesn't account for human involvement. On the other hand, some topics may be heavy on the Who?, especially if human involvement is a crucial part of the topic.

Possible generic questions you can ask using the six journalists' questions follow:

• Who?: Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?

• What?: What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?

• Where?: Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?

• When?: When is the issue most apparent? (past? present? future?) When did the issue or problem develop? What historical forces helped shape the problem or issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?

• Why?: Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?

• How?: How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?
The journalists’ questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice, however. At times during writing an assignment, you may wish to go back and ask the journalists’ questions again to clarify important points that may be getting lost in your planning and drafting.

Brainstorming

Brainstorming, also called listing, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned.

• Jot down all the possible terms that emerge from the general topic you are thinking about. This procedure works especially well if you work in a team. All team members can generate ideas, with one member acting as scribe. Don’t worry about editing or throwing out what might not be a good idea. Simply write down a lot of possibilities.

• Group the items that you have listed according to arrangements that make sense to you.

• Give each group a label. Now you have a topic with possible points of development.

• Write a sentence about the label you have given the group of ideas. Now you have a topic sentence or possibly a thesis statement.

Clustering

Clustering is also called mind mapping or idea mapping. It is a strategy that allows you to explore the relationships between ideas.

• Put the subject in the center of a page. Circle or underline it.

• As you think of other ideas, link the new ideas to the central circle with lines.

• As you think of ideas that relate to the new ideas, add to those in the same way.

The result will look like a web on your page. Locate clusters of interest to you, and use the terms you attached to the key ideas as departure points for your paper.

Clustering is especially useful in determining the relationship between ideas. You will be able to distinguish how the ideas fit together, especially where there is an abundance of ideas. Clustering your ideas lets you see them visually in a different way, so that you can more readily understand possible directions your paper may take.

Primary vs. Secondary Sources

The amount of information to manage in college is enormous. While you may have done previous work with the Reader’s Guide to Periodical Literature, at the university you’ll want to use more specialized sources as well. To do that, you’ll need orientation to those resources. If your instructors make arrangements for library orientation for a specific course or assignment, appreciate the fact that they are trying to help you learn how to access the wealth of materials available in their specific fields of study.

Know also that your reference librarians are specialists in helping you access sources. Help them by:

• taking your assignment with you;

• sharing with them the topic you have generated, questions you have generated about it, and, if you have them drafted, your working thesis statement and outline.

Just because a source is in the library, on the Internet, or has a Ph.D. behind its name does not mean it is credible or appropriate for your assignment. Evaluate your sources critically, weighing their content and purpose against the purpose of your research project.

Is the source a primary or secondary source?

Academic research sources may be primary or secondary. Primary sources provide information directly from a source. Historical documents, autobiographies (written by the sources themselves), information gathered from interviews or questionnaires are all examples of primary sources. Because these sources are primary, you can know that they reflect what the writer chose to write at the time, but keep in mind that the
information in these sources may or may not be accurate and well-reasoned. *The Declaration of Independence* and *Mein Kampf* are primary sources, as are any of Thomas Jefferson’s notes about the drafting process or any of Adolph Hitler’s architectural sketches.

Here are some questions that may help you evaluate your primary sources:

- What was the situation that prompted the writer to compose this document?
- What was the writer’s source of information, motivation for writing, and biases?
- What other primary sources might expand, clarify, or contradict this document?

**Secondary sources** provide information indirectly, through authors who have made judgments about the quality of the primary and secondary information they have used. You must evaluate how well-informed and unbiased these judgments were. A historian’s recounting of research on the process of change in government or a psychologist’s use of Freudian psychology to analyze Hitler’s personality would be examples of secondary sources.

Here are some questions that may help you evaluate your secondary sources:

- What is the writer’s expertise in this field?
- What motivated the writer to compose this document?
- How is this person evaluated by others who are known to be experts in this field?
- What is the argument this writer is making about the topic?
- What contradictions do other sources offer? How credible are they?
- How is this book or article evaluated by others in the field?
- Is the information current? Contemporary to the event?

The importance of the timeliness of the information for your research will depend on the nature of your research. For some research projects, documents published decades ago would still be of value; in fact, in some cases such material would be essential. If, however, advances are being made on a topic, your information will need to be as current as possible. Keep in mind that if your research is comprehensive and current, your information will be current.

**How specialized is the information source?**

As with the rest of your writing, the appropriateness of the level of specialization of your information source will be determined by the situation—your assignment and the topic you have chosen.

Scholarly journals (*American Political Science Review*, for example) contain highly specialized information written by experts in a given field. The primary purpose of such publications is to share scholarship with others in the field. Your instructor is likely to cite the names of some of the fields of scholarly journals in lectures and in the course syllabus. All scholarly journals are not respected equally. If in doubt, ask your instructor for guidance.

Specialized periodicals (*Nation* or *National Review*, for instance) are dedicated to a specific subject, but instead of reporting and discussing cutting-edge research, the purpose is more to inform an educated audience interested in this subject. That audience may include—but is not limited to—readers of scholarly journals. The information, which is not as highly specialized and detailed, is likely to be easier to read, but the level of expertise of the authors will vary. Some writers are specialists, but others are general assignment writers and freelancers—secondary sources, in other words.

Popular news magazines (*Newsweek, Time, U.S. News* are the top three) inform an even more general readership about a variety of topics; consequently, they are less likely to provide a detailed look at a topic. They should not be discounted, however. Their articles (often written by reporters who have developed reporting expertise on the topic) provide orientation to current events, and on occasion their commentaries and poll results are useful resources.

**Condensed from materials prepared by Mary McMullen-Light, Writing Specialist, and Chip Dube, Instructional Support Specialist, Longview Community College, Lee’s Summit, Missouri.**
**Site Analysis Workshop**

When you first encounter a site, you need to make sense of its complexity. There are too much information to collect and too many ways of doing so. Hence it is important that you begin your search by self-consciously utilizing a theoretical, methodological or conceptual lens. A lens is a metaphor for a framework or channel which a researcher uses to make sense of a difficult or complex concept. Using such an armature the researcher simplifies the first step in her study and makes the initial breakthrough. As you proceed you not only update your methods and analysis but also revise the methodological lens you utilize.

Your objective is to first study your propositional statement/hypothesis. The methodological lens is related to your thesis statement. For instance, you are interested in studying Andy Warhol’s painting above. Your thesis statement argues that Warhol repetitive use of this image is successful because such a strategy was new. If you want to study this image from that perspective you will not spend inordinate time in measuring and studying the geometry of this image. Instead you will look through history to prove that such a repetitive strategy was never used in art before. You are using the historical lens to make your case.

If you do not have a strong thesis statement or position, your methodological lens will be weak. But don’t worry – research is not a linear process. You need to start somewhere and then iteratively sharpen your argument and methods. In this worksheet I suggest three different ways of perceiving the site. These three are conceptual lenses (armatures) that will help you begin your study. You are urged to carefully (re)examine and edit your thesis statement after you begin this exercise to meliorate and refine your methods and argument.

First take stock of 3 basic physical data that you observe before you. Once you identify and jot down the material data ask yourself the social and symbolic significance of what you observed.

1. **Dimensions**: Size and relative scale (proportion) of the built forms, street dimensions, and sidewalk dimensions.

2. **Marks**: Upkeep and maintenance, materials and marks from constant use, additions, etching, intentional human transformations
   See also, Natural changes, transformations, aging, weathering, topographical features

3. **Boundaries**: Zones and precincts defined by material or symbolic boundaries and edges

4. **Parts and whole**: You can identify the constituent parts that make the whole section. Remember that parts are made of smaller sub-parts, and so on. The world is nested like a Russian babushka doll and you just need to shift scale to understand this concept.
Lens 1: Cross Sectional Analysis
The sectional view is always relational. It allows you to compare the constituent parts in a composite site. It allows you to examine the relationship between the parts. It allows you to compare historical growth, change and variations over time. Such a point of view allows you to identify zones and see how symbolic, physical, functional and perceptual boundaries or edges delineate these zones. Above all this approach provides you a comparative/relative framework to understand any physical configuration.

![Cross Sectional Analysis Diagram]

Lens 2: Levels, Fields and Configurations
Habraken uses this lens to describe the built field and the configurations within it. He also uses the term level and control to explain the relationship between the physical and social aspects of this lens. Begin by identifying live configurations. Your lack of intimate knowledge of the site may provide an incorrect reading. But let your observations help you speculate on the live configurations.

- Initially concentrate on the order of form. Don’t worry about the orders of understanding and territories. These will come to you as you clarify the formal order through observations.
- Identify multiple levels of control. Locate live and non-live configurations at each level. Once you identify the configurations, begin to list the parts and elements that constitute the whole.
- After identifying the parts, now sketch and identify the relationship between parts. Ask yourself how these relationships impact the entire composition.
- Finally, return to your thesis statement and compare the levels and configurations. Can you refine your thesis statement based on your study?

![Levels, Fields and Configurations Diagram]

Lens 3: Experiential and Lived
In order to understand the lived spaces you need to identify the experiential qualities of the place and the formal and physical characteristics. Then carefully examine human behavior and use to check if your observations were correct. Of course, if you can talk to people you can find out more.
Note the 5 senses SSSTT (Sight Sound Smell Taste Touch). What is physical and material characteristics of the site are causing variations in these sensual stimuli? Use your cultural knowledge (or ignorance) to speculate on the meaning and relevance of this experiential environment.

Identify circulation, guess the entrances and chart out various paths that allow you to access different spaces. Speculate how the spaces and sensory stimuli produce territories and suggest levels of control.

After your analysis, return to the thesis statement and revise it. Rewrite the proposal to reflect the latest version of your thesis proposition.

References:

What to do after class
Project A: Begin spatial analysis of your site using one of the three strategies. (Can you think of other strategies?) Rewrite the thesis statement or argument
Analysis Drawing Workshop

Mapping, Plan Analysis, Sectional and Elevation analysis, photographs

Resources
http://www.flickr.com/photos/thisamericanlife/sets/72157602618985796/
http://www.reorient.hu/
http://plasma.nationalgeographic.com/mapmachine/index.html
http://www.geocities.com/SiliconValley/Heights/2569/JLFam.htm (scroll down to mapping section
http://nolli.uoregon.edu/
http://www.mysocialnetwork.net/pub.html
http://www.lib.utexas.edu/maps/map_sites/map_sites.html
http://www.uic.edu/jaddams/hull/urbanexp/geography/geography.htm (for the entire experience see
http://www.uic.edu/jaddams/hull/urbanexp/
http://geography.ssc.uwo.ca/faculty/gilliland/ILWEB/ImaginingLondon2006.htm
http://www.circus3d.com/

Now that you have found a good thesis statement, created taxonomy of terms and settled on an outline of nested arguments, you will now try and complete the literature survey and methods section of the proposal. The first step towards completion is finalizing a list of visual analysis drawings that will help you argue that your project is worth studying. There are different kinds of analytic drawings. Usually it is best to plan these drawings once you know exactly what you want to show/argue. This worksheet will suggest four major kinds of analysis drawings. However, your project may need a hybrid drawing that adapts one or more of the suggested types. You may also consider creating new and appropriate analysis drawings. If you are interested in exploring the world of analytic representational imagery check-out the following authors:

2. William Rees Morrish. His books include Civilizing Terrains: Mountains, Mounds and Mesas
3. Joan Busquets. Her books include Barcelona: The Urban Evolution of a Compact City, Cities: X Lines: Approaches to City and Open Territory Design, Bringing the Harvard Yards to the River

Strategy 1: Maps
Maps and overlays allow you to take apart a whole into its constituent parts and recreate it layer by layer. Maps can also allow you to erase all other information and concentrate on a certain kind of information or a single idea. So, if you feel that your project is a complex palimpsest of multiple parts, overlaying may be a useful method. GIS maps are examples.
If your project has an aspect that needs to be seen in isolation, a map can show that clearly. Figure-grounds, Noldi-adaptations, census analysis maps, demographic analysis, political maps, are examples.

Usually maps are two-dimensional but there are examples of three-dimensional maps too. Some subway maps and bus timetables can be such examples. Refer to Tufte’s Envisioning Information for excellent examples (Yes! Do it! Go to the Library and check out this book. You will not regret it).

Finally recall from the Trancik reading the figure-grounds, transportation and linkage, and cognitive maps.

**Strategy 2: Plan Analysis**

Plan analyses are essentially maps at a building scale. But because of its scale and the level of details that we can show in such drawings these drawings are different from maps.

If these drawings are done in axonometric you get the familiar floor plate and tectonic material/structure analysis that is common.

Some of the analysis drawings that come handy are the ones that mark ordering systems/principles. Examples include plan analysis of access (circulation system), claim (territorial system), assemblage (structure, material and tectonics, system of levels), dimensions (spatial system), light (experiential system), formal (geometric apportionment and ratios).


You may use plan analysis to show apportionment of programmed spaces, cluster of spaces sifted by function, size, and other characters. These plans are usually color coded. Don’t forget to draw the legend.

**Strategy 3: Sectional and Elevation Analysis**

Use these drawings when you want to show a sequence of spaces or formal volumetric spatial geometries of interiors. Use these drawings when you are trying to establish major vertical and horizontal lines in a building or street elevation. Sections are probably the best drawings to accompany a plan to show volumes, territorial adjacencies, zones, edges and boundary conditions.

Sometimes, you can merge a section and elevation with photos to create a collage. A collage has to be employed carefully and occasionally. A collage is like an overlay-system since you can layer information over the base structure (in this case a section or elevation). Many times designers misuse the collage and instead create an empty and blank (lacking useful or coherent information) but pretty image. You decide how to strike a balance between flakiness and information overload.

**Strategy 4: Annotated Sketches, Photographs, and perspectives.**

Students usually choose these drawings because they seem easy and fast. But these are the most difficult analytic drawings. For this class, please make sure that if you do choose to do these drawings, you also provide at least a few other kinds of analytic images so that the assignment doesn’t bomb!

The first thing to remember is to annotate your photos and drawing exhaustively. Drawings and text should be balanced. For instance in a research report you want to have enough text to clearly explain what you are showing. Don’t leave it to the viewer to figure out what you are showing in a drawing/photo. Point out the obvious. The same is true in working drawings where mere drawings are never enough. In a studio presentation board you may want to reduce text and concentrate on the visual to make a statement – but do so carefully and with much deliberation.

Sometimes, overlaying vellum over the photo or drawing and outlining the major ideas, lines, edges, dimensions, points of interest can retain the original drawings unmarked if you so wish. But if done improperly these overlays look really bad.

Phillip Thiel and Gordon Cullen’s use of a sequence of one-point perspectives to show spatial experience as one move through space may nowadays be done by a computer fly-through. But the sequential sketches remain a quick and good way to show what a static drawing fails to depict.

Axonometric drawings used in morphology studies (see Manu Sobti’s drawings of Bhopal and Herdeg’s drawings of Isfahan (attached) are visually captivating drawings that allow us to compare and relate information, scale, and proportions. They also produce a three dimensional representation of density (compare to figure grounds).
What to do after class
Carefully examine your argument and evidence. What kind of drawing do you need in order to argue your case? Are they whole-parts kind of arguments? Use maps if that is the case. Is the argument about processional space and experiential sequences? Use plans and sectional drawings. Is the argument about dimensional and volumetric issues or are you referring to comparisons of signs and material culture on store windows? Plans and sections will help argue the former and photos and sketch analysis may help the latter.

Remember, your ability to decide on and execute the most appropriate and exquisite analytic drawing(s) to argue your thesis is central to the success of your project – that is, no good idea is perfect unless argued convincingly.
What Is a Literature Review?

A literature review is much more than an annotated bibliography or a list of separate reviews of articles and books. It is a critical, analytical summary and synthesis of the current knowledge of a topic. Thus it should compare and relate different theories, findings, etc., rather than just summarize them individually. In addition, it should have a particular focus or theme to organize the review. It does not have to be an exhaustive account of everything published on the topic, but it should discuss all the significant academic literature important for that focus.

The specific organization of a literature review depends on the type and purpose of the review, as well as on the specific field or topic being reviewed. But in general, it is a relatively brief but thorough exploration of past and current work on a topic. Rather than a chronological listing of previous work, though, literature reviews are usually organized thematically, such as different theoretical approaches, methodologies, or specific issues or concepts involved in the topic. A thematic organization makes it much easier to examine contrasting perspectives, theoretical approaches, methodologies, findings, etc., and to analyze the strengths and weaknesses of, and point out any gaps in, previous research. And this is the heart of what a literature review is about. A literature review may offer new interpretations, theoretical approaches, or other ideas; if it is part of a research proposal or report it should demonstrate the relationship of the proposed or reported research to others' work; but whatever else it does, it must provide a critical overview of the current state of research efforts.

Literature reviews are common and very important in the sciences and social sciences. They are less common and have a less important role in the humanities, but they do have a place, especially stand-alone reviews.

Types of Literature Reviews

There are different types of literature reviews, and different purposes for writing a review, but the most common are:

- **Stand-alone literature review articles.** These provide an overview and analysis of the current state of research on a topic or question. The goal is to evaluate and compare previous research on a topic to provide an analysis of what is currently known, and also to reveal controversies, weaknesses, and gaps in current work, thus pointing to directions for future research. You can find examples published in any number of academic journals, but there is a series of *Annual Reviews of Subject* which are specifically devoted to literature review articles. Writing a stand-alone review is often an effective way to get a good handle on a topic and to develop ideas for your own research program. For example, contrasting theoretical approaches or conflicting interpretations of findings can be the basis of your research project: can you find evidence supporting one interpretation against another, or can you propose an alternative interpretation that overcomes their limitations?

- **Part of a research proposal.** This could be a proposal for a PhD dissertation, a senior thesis, or a class project. It could also be a submission for a grant. The literature review, by pointing out the current issues and questions concerning a topic, is a crucial part of demonstrating how your proposed research will contribute to the field, and thus of convincing your thesis committee to allow you to pursue the topic of your interest or a funding agency to pay for your research efforts.

- **Part of a research report.** When you finish your research and write your thesis or paper to present your findings, it should include a literature review to provide the context to which your work is a contribution. Your report, in addition to detailing the methods, results, etc., of your research, should show how your work relates to others' work.

A literature review for a research report is often a revision of the review for a research proposal, which can be a revision of a stand-alone review. Each revision should be a fairly extensive revision. With the increased knowledge of and experience in the topic as you proceed, your understanding of the topic will increase. Thus, you will be in a better position to analyze and critique the literature. In addition, your focus will change as you proceed in your research. Some areas of the literature you initially reviewed will be marginal or irrelevant for your eventual research, and you will need to explore other areas more thoroughly.

Examples of Literature Reviews

See the series of *Annual Reviews of Subject* which are specifically devoted to literature review articles to find many examples of stand-alone literature reviews in the biomedical, physical, and social sciences.
Research report articles vary in how they are organized, but a common general structure is to have sections such as:

- Abstract - Brief summary of the contents of the article
- Introduction - A explanation of the purpose of the study, a statement of the research question(s) the study intends to address
- Literature review - A critical assessment of the work done so far on this topic, to show how the current study relates to what has already been done
- Methods - How the study was carried out (e.g. instruments or equipment, procedures, methods to gather and analyze data)
- Results - What was found in the course of the study
- Discussion - What do the results mean
- Conclusion - State the conclusions and implications of the results, and discuss how it relates to the work reviewed in the literature review; also, point to directions for further work in the area

Here are some articles that illustrate variations on this theme. There is no need to read the entire articles (unless the contents interest you); just quickly browse through to see the sections, and see how each section is introduced and what is contained in them.

The Determinants of Undergraduate Grade Point Average: The Relative Importance of Family Background, High School Resources, and Peer Group Effects, in *The Journal of Human Resources*, v. 34 no. 2 (Spring 1999), p. 268-293.

This article has a standard breakdown of sections:

- Introduction
- Literature Review
- Data
- Some discussion sections
- Conclusion


This one does not have a section specifically labeled as a "literature review" or "review of the literature," but the first few sections cite a long list of other sources discussing previous research in the area before the authors present their own study they are reporting.

The "literature" that is reviewed is the collection of publications (academic journal articles, books, conference proceedings, association papers, dissertations, etc) written by scholars and researchers for scholars and researchers. The professional literature is one (very significant) source of information for researchers, typically referred to as the secondary literature, or secondary sources. To use it, it is useful to know how it is created and how to access it.

The "Information Cycle"

The diagram below is a brief general picture of how scholarly literature is produced and used. Research does not have a beginning or an end; researchers build on work that has already been done in order to add to it, thus providing more resources for other researchers to build on. They read the professional literature of their field to see what issues, questions, and problems are current, then formulate a plan to address one or a few of those issues. Then they make a more focused review of the literature, which they use to refine their research plan. After carrying out the research, they present their results (presentations at conferences, published articles, etc) to other scholars in the field, i.e. they add to the general subject reading ("the literature").
Research may not have a beginning or an end, but researchers have to begin somewhere. As noted above, the professional literature is typically referred to as secondary sources. Primary and tertiary sources also play important roles in research. Note, though, that these labels are not rigid distinctions; the same resource can overlap categories.

- **Primary** - Direct, uninterpreted records of the subject of your research project. Primary sources, then, are what you perform your research work on. As such, a primary source can be almost anything, depending on the subject and purpose of your research. Here are a very few examples of what can count as primary sources in:
  - **Sciences** -
    - Lab reports (yours or someone else's) - Records of the results of experiments.
    - Field notes, measurements, etc (yours or someone else's) - Records of observations of the natural world (electrons, elephants, earthquakes, etc).
  - **Social Sciences** -
    - Historical documents - Official papers, maps, treaties, etc.
    - Government publications - Census statistics, economic data, court reports, etc.
    - First-person accounts - Diaries, memoirs, letters, interviews, surveys, speeches
    - Newspapers - Some types of articles, e.g. stories on a breaking issue, or journalists reporting the results of their investigations.
  - **Humanities** -
    - Published writings - Novels, stories, poems, essays, philosophical treatises, etc
    - Works of art - Paintings, sculptures, etc.
    - Recordings - audio, video, photographic
  - **All/General** -
    - Conference proceedings - Scholars and researchers getting together and presenting their latest ideas and findings
    - Internet - Web sites that publish the author's findings or research; e.g. your professor's home page listing research results. Note: use extreme caution when using the Internet as a primary source … remember, anyone with a computer and a modem can put up a web site.
    - Archives - Records (minutes of meetings, purchase invoices, financial statements, etc.) of an organization (e.g. The Nature Conservancy), institution (e.g. Wesleyan University), business, or other group entity (even the Grateful Dead has an archivist on staff).
    - Artifacts - manufactured items such as clothing, furniture, tools, buildings
    - Manuscript collections - Collected writings, notes, letters, diaries, and other unpublished works.
    - Books or articles - Depending on the purpose and perspective of your project, secondary sources can serve as primary sources for your research. For example,
you can critique a scientist's published theory concerning a set of phenomena, a sociologist's analysis of a situation, or a philosopher's critique of another philosopher's critique of yet another philosopher's treatise.

- **Secondary** - Books, articles, and other writings by scholars and researchers reporting their work to others. They may be reporting the results of their own primary research or critiquing the work of others. As such, these sources are the focus of a literature review: this is where you go to find out in detail what has been and is being done in a field, and thus to see how your work can contribute to the field.

- **Tertiary** - Encyclopedias, indexes, textbooks, and other reference sources. In general, there are two types of tertiary (reference) sources:
  - Summaries / Introductions - Encyclopedias, dictionaries, textbooks, yearbooks, and other sources which provide an introductory or summary state of the art of the research in the subject areas covered. They are an efficient means to quickly build a general framework for understanding a field.
  - Indexes to publications - Provide lists of primary and secondary sources of more extensive information. They are an efficient means of finding books, articles, conference proceedings, and other publications in which scholars report the results of their research.

Work backwards. Usually, your research should begin with tertiary sources:

1. **Tertiary** - Start by finding background information on your topic by consulting reference sources for introductions and summaries, and to find bibliographies or citations of secondary and primary sources.

2. **Secondary** - Find books, articles, and other sources providing more extensive and thorough analyses of a topic. Check to see what other scholars have to say about your topic, find out what has been done and where there is a need for further research, and discover appropriate methodologies for carrying out that research.

3. **Primary** - Now that you have a solid background knowledge of your topic and a plan for your own research, you are better able to understand, interpret, and analyze the primary source information. See if you can find primary source evidence to support or refute what other scholars have said about your topic, or posit an interpretation of your own and look for more primary sources or create more original data to confirm or refute your thesis. When you present your conclusions, you will have produced another secondary source to aid others in their research.

### Publishing the Literature

There are a variety of avenues for scholars to report the results of their research, and each has a role to play in scholarly communication. Not all of these avenues result in official or easily findable publications, or even any publication at all. The categories of scholarly communication listed here are a general outline; keep in mind that they can vary in type and importance between disciplines.

**Peer Review** - An important part of academic publishing is the peer review, or refereeing, process. When a scholar submits an article to an academic journal or a book manuscript to a university publisher, the editors or publishers will send copies to other scholars and experts in that field who will review it. The reviewers will check to make sure the author has used methodologies appropriate to the topic, used those methodologies properly, taken other relevant work into account, and adequately supported the conclusions, as well as consider the relevance and importance to the field. A submission may be rejected, or sent back for revisions before being accepted for publication.

Peer review does not guarantee that an article or book is 100% correct. Rather, it provides a "stamp of approval" saying that experts in the field have judged this to be a worthy contribution to the professional discussion of an academic field.

Peer reviewed journals typically note that they are peer reviewed, usually somewhere in the first few pages of each issue. Books published by university presses typically go through a similar review process. Other book publishers may also have a peer review process. But the quality of the reviewing can vary among different book or journal publishers.

Use academic book reviews or check how often and in what sources articles in a journal are cited, or ask a professor or two in the field, to get an idea of the reliability and importance of different authors, journals, and publishers.
Specific Points to Include

More specifically, here are some points to address when writing about specific works you are reviewing. In dealing with a paper or an argument or theory, you need to assess it (clearly understand and state the claim) and analyze it (evaluate its reliability, usefulness, validity). Look for the following points as you assess and analyze papers, arguments, etc. You do not need to state them all explicitly, but keep them in mind as you write your review:

- Be specific and be succinct. Briefly state specific findings listed in an article, specific methodologies used in a study, or other important points. Literature reviews are not the place for long quotes or in-depth analysis of each point.
- Be selective. You are trying to boil down a lot of information into a small space. Mention just the most important points (i.e. those most relevant to the review's focus) in each work you review.
- Is it a current article? How old is it? Have its claims, evidence, or arguments been superceded by more recent work? If it is not current, is it important for historical background?
- What specific claims are made? Are they stated clearly?
- What support is given for those claims?
  - What evidence, and what type (experimental, statistical, anecdotal, etc) is offered? Is the evidence relevant? sufficient?
  - What arguments are given? What assumptions are made, and are they warranted?
- What is the source of the evidence or other information? The author's own experiments, surveys, etc? Historical records? Government documents? How reliable are the sources?
- Does the author take into account contrary or conflicting evidence and arguments? How does the author address disagreements with other researchers?
- What specific conclusions are drawn? Are they warranted by the evidence?
- How does this article, argument, theory, etc, relate to other work?

These, however, are just the points that should be addressed when writing about a specific work. It is not an outline of how to organize your writing. Your overall theme and categories within that theme should organize your writing, and the above points should be integrated into that organization. That is, rather than write something like:

Smith (1999) claims that blah, and provides evidence x to support it, and says it is probably because of blip. But Smith seems to have neglected factor b.

Jones (2001) showed that blah by doing y, which, Jones claims, means it is likely because of blot. But that methodology does not exclude other possibilities.

Johnson (2002) hypothesizes blah might be because of some other cause.

list the themes and then say how each article relates to that theme. For example:

Researchers agree that blah (Smith 1999, Jones 2001, Johnson 2002), but they do not agree on why. Smith claims it is probably due to blip, but Jones, by doing y, tries to show it is likely because of blot. Jones' methodology, however, does not exclude other possibilities. Johnson hypothesizes ...
People Analysis Workshop

This worksheet examines how to observe people and human activities in the built environment. The built environment is not a neutral container in which daily life takes place. Instead our aim is to see how the material and social domains interact and impact each other. To achieve that goal, you are asked to relate last week’s analysis to what you will do today.

Three pearls of wisdom

1. What you observe over a short period of time is individual human behavior. It is easy to make the mistake of ascribing cultural reasons to your observations or to confuse behavior with cultural practices. When we see a person smile we assume her to be happy. But that is an assumption based on our cultural norms and expectations. In this exercise you will make a separate note of these assumptions (assumptions based on cultural knowledge can be an important insights) but please try not to let these assumptions guide your analysis.

2. People-analysis is a temporal act. What you observe will change with time. Thus it is important that you examine your site more than once and at different times. The decision what time to observe is dependent on your hypothesis or research question,

3. Activity settings as a unit of analysis. Although you are observing a given location, please remember that the site is part of a larger setting. Rapoport describes such a setting as an activity setting. There are tactics by which you can explore activity settings. Those methods readings are listed in the resource directory in D2L.

Preparing for the field

Come prepared to the site. It will help if you can draw a plan and make multiple copies of it before you begin. The scale of the plan should not be so small that you can’t mark locations and movement of human beings in it. Nor should it be so large that it is difficult to carry around. Decide on the time you will carry out your observations. Again, the choice of time should be related to your hypothesis or propositional statement. You need to also need to
consider what you will observe before you begin. But remember, you should be checking your initial decisions as you progress in the field. Being able to revise and reevaluate initial decisions constantly during the data collection stage is a central tenet of good research.

Study your revised propositional statement/hypothesis. The methodological strategies are related to your thesis statement. For instance, you are studying the setting in the photograph above. Your thesis statement argues that men and women have different ways of occupying public space. If you want to study this setting from that perspective you will need to focus on the distinct ways men and women behave. Gender will become a consideration as you do your analysis.

If you do not have a strong thesis statement or position, your methodological lens will be weak. But don’t worry – research is not a linear process. You need to start somewhere and then iteratively sharpen your argument and methods. In this worksheet I suggest three different ways of perceiving the site. These three are conceptual lenses (armatures) that will help you begin your study. There are many other strategies that you may use. So please consider expanding the three strategies to suit your question. You are urged to carefully (re)examine and edit your thesis statement after you begin this exercise to meliorate and refine your methods and argument.

Suggestions: Clarify the terms “variable,” independent and dependent variable, activity settings, behavioral map, behavior settings, behavior circuits, content analysis, movement patterns, home range, core areas, territories, jurisdiction, personal distance from the resources listed in D2L. Especially useful are the articles in Zeisel, Rapoport, and Lynch. You will be expected to use the specific terms to describe your analysis + data collection tactics.

In the Field

1. Reexamine Worksheet 1

First take stock of 3 basic physical data that you observe before you. Once you identify and jot down the material data ask yourself the social and symbolic significance of what you observed.

1. Dimensions: Size and relative scale (proportion) of the built forms, street dimensions, and sidewalk dimensions.

2. Traces: Upkeep and maintenance, materials and marks from constant use, additions, etching, intentional human transformations

See also,
Natural changes, transformations, aging, weathering, topographical features

3. Boundaries: Zones and precincts defined by material or symbolic boundaries and edges

4. Parts and whole: You can identify the constituent parts that make the whole section. Remember that parts are made of smaller sub-parts, and so on. The world is nested like a Russian babushka doll and you just need to shift scale to understand this concept.

2. Consider your methodological lens

   a. Front and back stage (Goffman)
   
   The notion of the setting as a stage proposed by Goffman comes out of the notion of behavioral setting system. If you look at the site through the lens of behavioral setting you may explore the material and social cues that seem to control appropriate behavior. Comparisons across similar settings often help researchers identify these variable cues. You will also look for behavioral patterns that recur in a setting.

   b. Social interactions (Rapoport)
   
   Rapoport’s use of the ethological concepts in order to discuss behavioral systems identifies five elements.¹
   
   1. Home range the usual limit of regular movements and activities which can be defined as a set of settings or locates and their linking paths.
   2. Core Area(s): These are those areas within the home range which are the most commonly inhabited and used -- possibly daily – and best known.

3. Territory: This is a particular area or areas which are owned and defended – whether physically or through rules and symbols – which identify an area as belonging to an individual or group...

4. Jurisdiction: This can be defined as “ownership” or control of a territory for a limited time and by some agreed-upon rules.

5. Personal distance or personal space. This is the spacing among individuals in face-to-face interaction, the bubble of space surrounding individuals which has been studied.

C. Territoriality and proxemics (Low)

Although issues of territory and proxemics were mentioned by Rapoport during his discussion of the ethological model of space, Low’s use of these concepts differs from the former. Low’s use of territory comes out of cultural theory and recent trends in studying the “politics of place.” Such an approach sees space and place as resources and humans as agents engaged in a political struggle to use, reproduce, and produce this resource. Low also uses theories of de Certeau and Pierre Bourdieu to show how socio-spatial orders are translated into everyday bodily experiences and practices. Thus use and behavior in space becomes part of everyday regimen that creates a system that Bourdieu calls habitus. You should read Low’s article in order to familiarize yourself with the applications of social theory in behavioral analysis.

After your analysis, return to the thesis statement and revise it. Rewrite the proposal to reflect the latest version of your thesis proposition.

References:


What to do after class

Project A: Begin behavioral mapping of your site. Clarify the strategies that frame your data collection and analysis. Identify patterns that impact your thesis statement or argument. You need to produce at least 4 behavioral maps (and other representations) to argue your case in class.

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Material Culture Analysis Workshop

Material culture analysis happens primarily in the field. We too will begin this discussion in the field.

What to read before the workshop:
This reading is in the Methods Section of your class website on D2L.

Workshop
We will draw lots in order to determine the site where we will carry out the material culture workshop.
Please bring a plan of 1) the building if any, 2) site showing building and street, and urban context showing neighborhood or larger urban context.
Also bring a tape measure.
You need one or more collaborator/partners for this workshop.
Warning: Do not prejudge and predetermine the relevance of the object of analysis. This is the most common pitfall. The object of this exercise is NOT to propose a corrective change to resolve a “problem;” it is not to intervene prematurely based on our pre-determined ideas; it is not an “application” of a theoretical point of view or a methodological strategy. It is merely an engagement with the object of analysis on its own terms to start an inductive process of getting to know the object. Those who are already into designing, will need to consciously distinguish between this workshop and the design process.

Descriptive Analysis
The first part of the workshop requires a detailed description of the site. Using the plans (that you brought with you) draw the sections, plans and elevations of the site and building. Identify all the various materials, dimensions and construction systems. Be as detailed as you can. For better results you may begin with a larger scale but focus on a smaller object of section of the site (like the entrance, transition, thick edge, etc.). In order to get a comprehensive analysis of the site you may have to do this analysis more than once. Read the section on substantial, content, and formal analysis in the article by Jules Prown. Pace off larger spans and a use a tape measure for the smaller measurements.

Patterns and assemblage: Using your descriptive analysis identify 5-10 patterns in the object of analysis. “Pattern” refers to the repetitive use of objects, themes, spans/dimensions, ornaments, and details that can be identified as part of a larger set. Patterns may include repetitious window decorations or a recurring structural bay. It could refer to texture and color duplicated over a larger field. A thematic element in a plan or section can also be repeated to form a pattern.

Patterns can be transient as in the case of a definite shadow cast on a surface everyday at a certain time. In the same way rhythmic reappearance of other human-made sensorial cues such as a daily smell of cooking before dinner time also constitute such patterns. Distinguish pattern that change and transform with time from patterns that persist in a static form. List these temporally transforming patterns separately from those that don’t change.

Deduction Analysis
As part of deduction analysis you are encouraged to explain the relevance of patterns you identified above by reflecting on the following 5 points:

1. Values (Inherent and attached value)
   Show and discuss how the material aspects of your artifact (site, building or parts thereof) reflect overarching cultural values. Consider how these values can change with different individuals and communities within a multicultural setting.

2. Sensorium
   Show how sensorial engagement produces different forms of readings for your artifact. Show how material qualities are not only intentionally crafted by the makers, but also engender particular readings and interpretations that reproduce cultural values, forms and practices.

3. Meaning (denotative and connotative)
   As part of the deductive process, you are asked to reflect on the denotative and connotative meanings associated with the artifact and its constituent parts. Identify signs denoting names, titles, materials, uses, origin etc. These are relatively easy to find. Then speculate on the connotative meanings imparted by your object of study. You may use your own cultural knowledge to explore how this object brings a memory, mood, or image subtly or indirectly to mind.

4. Technology and means of production. Talk to your partner to list the connotative meanings imparted by the object of study. Now show how the denotative meanings are often adapted and negotiated because of connotative references. The slippage of meanings is central to the understanding of “how culture works.”

4. Technology and production
   Part of this exercise is a close examination of the social, technological, and cultural processes that produced the object of study. Identify the materials and technologies used to produce your object of study. Visually draw out the circuits and networks that sustained and produced what you see in front of you. You will find that in addition to the technological systems and capabilities there are other systems that framed the production of this object. These systems include the economic system, the transportation and infrastructure systems, the human systems (labor, consumers) and a system of bureaucrats and managers (police, state, planning bodies, etc.).

5. Consumption and use
Finally identify how your object of study is used in different ways. Consider use at different times, use by different stakeholders (listed in an earlier workshop), time of use, and what happens differently when these different kinds of uses take place.

**Speculation**

The final part of this exercise requires quick brainstorming between you and your partner. You are asked to relate the variety of conclusions from the deduction exercises. How does the artifact you are analyzing tell us something about the “human condition?” Here is a suggestion to focus: How does the material object actively create, transform, sustain, (re)define and (re)produce one or more of the following social domains: Public, private, and in-between, inside, outside and transition, individual-family-community, male-female-trans, sacred-secular-both, site-landscape-infrastructure, production-circulation-consumption, permanence-change; and center-periphery-in-between. Can you think of more?

**Assignment 4:**

Adding a relevance section to your thesis proposal.

Rewrite your thesis statement to insert a line that refers to the larger significance of your thesis. What does your thesis tell us about the human condition that will add to our knowledge? How does the particular (your thesis) inform the general (theory)?

Add a paragraph (max 1 page) that further explains the material culture analysis (with images and diagrams) to support your “relevance statement.”

What you will turn in is a final draft of your final class project. Since this is the draft, you are encouraged to experiment with your presentation format. Be brave and fearless – the more the better!

**Narrative**

You will notice that each of you will gain by telling your project story differently. Your story should introduce us to the taxonomy. The taxonomy of your project is central to the narrative. Some may begin with an anecdote that summarized the issue that you want to highlight. Some may begin with a precedent that will exemplify the issues that you are dealing with and also show how the ways these issues had been dealt with is insufficient (i.e. an “incorrect” precedent). Others will find that the project should be unraveled like a novel/story. It should have a plot that unfolds slowly. Many will find that research projects don’t need to begin with a “problem statement,” (oh! That is such a depressing way to begin a journey). Instead you may begin with a description of available resources and possibilities of enhancing existing potentials, a potential for social change, and/or uplifting transformation statement. So please think carefully about the structure of your narrative before you write it. Of course, if you are out of all creative ideas follow the safest outline of a project proposal listed below:

- Executive summary or problem statement – A brief statement that defines the scope of the project;
- Background information -- The history of the idea (why do this project), the current status of the research in this area, and a definition of terms needed to facilitate a lay reader’s understanding of the project; Add the taxonomy here.
- Review of literature -- An overview of the current literature available on this topic highlighting the most relevant references; make sure to cite all references in the Literature references section
- Specific goals and objectives -- An expansion of the discussion of the scope of the project, focusing on the specific goals and/or objectives of the research;
- Significance of problem or impact of goal addressed -- A discussion of the impact of the project on the following: the discipline, other disciplines, faculty, students, the university, and the world. While your particular project may not impact or have significance for all of these entities, the discussion should focus on the value or consequence of having carried out the project;
- Means of dissemination, or expected outcome -- Plans for disseminating the expected results, information, or creative end product generated by the project;
- Research methods & timetable – A workplan for the project. Include specific details regarding research methods, timetable and feasibility of the research. In the case of an
emerging research design, give examples, or sufficient details of the procedure, to clarify the means of achieving the intended goal or outcome for the reader.

**Diagrams and Evidence**
Diagrams and Evidence should closely follow and support arguments in the narrative. If your diagrams don’t add to the argument, need statement, hypothesis, and don’t relate to the taxonomy then their position is in an appendix and not in the body of the text. You will be marked down for inefficient placement of diagrams and evidence in the narrative structure.

**Bibliography, precedents, and citations**

**Appendix**
For sure, there will be drawings, analysis, charts, maps, graphs etc. that are relevant to the project, that substantiate what you argue above, but that find no place in the main narrative. Divide the appendix section into parts such as 1) site, 2) people, 3) activities, 4) technologies, 5) Miscellaneous information and add the additional data, evidence and analysis in this section. These will serve as an additional information section that the reader will visit if necessary. You may cite the appendix in the narrative text in a parenthesis saying “(for more information see xxx)”
Precedent Study and Literature Survey Workshop

How to contextualize your argument within a larger field of knowledge

Like a good bibliography, precedent survey allows you to relate your idea and argument to a larger body of work. It allows you to explore how your project shares 1) a common discourse and origin, 2) familial similarity with other issues/projects, 3) common and contrasting features that distinguish your project from others, 4) and an area of knowledge and know-how that align your work to other examples. While a literature survey is usually in narrative form, precedent study includes images, material objects, types, projects, and historical examples.

This workshop challenges you to paint a landscape of knowledge within which you can situate your work.

Step 1: Literature survey
The objective of this exercise is to find 5 major seminal works that influence your project statement. First identify important issues, variables, topics, or ideas that constitute your project hypothesis or argument.

First, try to write a sentence that completes the following phrases:
a. The purpose of this project is to _________
b. Rationale Statement: The statement of rationale should inform the reader what will become possible after the proposed study is over that is not possible now.
c. Definitions: A statement that identifies 3-4 salient points that frame your project and define them.
d. Specific Aims, goals and objectives statements: Break down and enumerate what are the specific goals that you want to achieve in order to complete the rationale statement. This could be 3-4 aim statements.
e. Relevance statement: The proposed study is innovative and relevant because _________________.

When the proposed study is complete it is our expectation that we will better understand _______________. Such knowledge is important because it would allow us to _____________.

Then list:
1. 1-2 citations (at least one article) that help you define ideas and concepts central to your project description. So, if your project is about adaptive reuse as a sustainable concept (it helps correlate two different concepts) then your citations will define adaptive reuse, reuse, and sustainability.

2. 1-2 citations (at least one article) that scope out the area of knowledge within which your project is located. So for instance, if you are working on adaptive reuse as a sustainable practice, you will be searching for citations that talk about adaptive reuse and sustainability.

3. 1-2 citations (at least one article) that identify a gap in knowledge. You will not be doing this project if it was obvious. The reason why you are doing this is probably because you can contribute to knowledge that will change the way we think of this topic, or you will propose a unique position on this issue that will change the way we understand and perceive this issue. Identify 1-2 citations that you can refer to in order to show that your project is truly relevant.

Use the Chicago Citation style in order to create a bibliography. Then write a 1-2 page narrative to define terms, discuss the relations between the various terms, and situate your work in relation to the articles and books cited by you.

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**Step 2: Taxonomy**

Revise the list of definitions and categories/terms defined in the previous section. This part of the workshop asks you to brainstorm a list of terms and sub-terms to create a classificatory algorithm or tree-like taxonomy of terms. The final image should look like this:

**Step 3: Precedent Studies.**

Now based on the taxonomy terms you will have to find 4-5 projects, studies, building types, or historical examples that serve as appropriate examples of these concepts (enumerated in the previous section). You will have to argue how these examples are good case studies by using 1-2 annotated analysis drawings. You are strongly encouraged to use 2 or more examples to show variations, suggest comparisons etc.

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**Examples**

**Maritime Youth Centre | Pat Architects - Denmark (2008)**

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**Section**

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**Plan**
STUDENT WORK
Research Methods in Architecture
Place Identity forged by the Street Edge

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Introduction:

Ever wonder why you visit some places and they leave a permanent imprint on your mind. Well, studies have shown that the reason for this is based on a phenomenon called Place Memory. While some have argued that this is highly subjective and may greatly differ based on an individuals perception; because Place Memory is directly correlated to another theory called Place Identity, it is believe possible to study what makes some places more memorable than others. This is solely because Place Identity is forged by the physical characteristics of a place and these attributes are comparable.

My research therefore strives to pinpoint what physical attributes create the most memorable spaces, why they do so and the importance of these memorable spaces in the urban neighborhood.

In order to do this I posed to following hypothesis and use various research methods investigation tools.

Hypothesis:

“A clearly defined street edge can be looked at as being a neighborhoods face. If properly designed it will provide the necessary visual stimulation need to create a vibrant sence of place.”

Street Edge:

In the urban neighborhood context, the street edge is a built form comprising of sidewalks and the building faces on each side of the road. This is what we see as drive through and what we see and feel as we move through our built environment. Street edges establishes the basic scale and character of public environment and the objective of a well designed street edge is to create consistent street spaces that unify separate building into a cohesive wall with walkable spaces the become active points of connections.
According to Dan Burden, in his article “Designing people oriented street edges, designing the edges of a street to human scale was one of the most powerful tools in the traditional townmaker’s tool kit. He claims that the erosion of street edges began with the Modernist movement, when the car became "king." He also states that now that communities are once again being built for people, reclamation of street proportions and visual qualities is no longer treated as superfluous, but is recognized as essential to having healthy streets, healthy cities and healthy people.

Since the character of the street edge is directly related to the identity of a community, by creating visual distinctions between places and creating boundaries which are physical or social, a sense of place is created. This sense is recorded in peoples’ memory and helps them navigate better through their surroundings.

**Case Study:**

As my case study I have chosen to look at the street edge between the 72nd block and Lefebre Street on North Avenue. This street edge though very small, provides a great case study because it is a brief moment where good street design occurs, The reason this site caught my attention is because it greatly contrasts what comes before and after it. The most notable is difference being that the urban fabric changes from residencial housing to commercial storefront. Also the side-walk that seems to get bigger to accommodate foot traffic and patrons of the businesses who might like to sit outside on a day with good weather. There is also a historic building on the strip which I believe greatly contributes to the riches of the urban fabric this area.

7212-7226 W North Avenue.  

7212-7226 W North Avenue, is a two-story Spanish Colonial Arcade Building. When it was opened 1928 it was "designed to be the playground of Wau-wautosa." It included stores, offices, apartments, and a basement with 12 bowling lanes, 10 billiard tables, and a soda grille. The building underwent a $1.4 million renovation in 1995, and while in this renovation the bowling lanes were replaced by underground parking, the traditional storefront was restored and kept intact.

At present time, the building currently houses Snap fitness, Elektra Light and Fans, and Ventura Market and Catering and its Spanish Colonial style and stone facade are from an era long
before us definitely addition historical character to the site.

Other buildings that contribute to this rather unique street edge are Chinese Pagoda Buffet, Col. Pops Popcorn Company and Kay’s Bridal Shop.

One important thing to note that all the buildings on this strip have similar facade materials. They all are have yellow brick or stone facades and for the most part all have glass storefronts. This I believe gives the urban fabric cohesiveness and makes an inhabitant feel like they are in a unique volume of space.

Col. Pops Popcorn Company

Chinese Pagoda Buffet

Kay’s Bridal Shop

**Site Analysis:**

With the use to aerial maps to make map diagrams, I analyzed my site and I started to see patterns in its layout and connections to its surrounding context. The following are a series of diagrams used to graphical analyze my site.
Mapping and Diagramming:

This is an aerial view of my site. In it we see built form versus green space.

AERIAL VIEW 2009

This is a diagramatic site plan. In it we see all the hierarchy and connection of streets.

SITE PLAN
The diagram shows the street edge of North Avenue. From this diagram, we can establish it as a main corridor and see the various buildings frame the street.

The dark blue buildings in the diagram show places where the buildings maintain an unbroken street edge.
This diagram shows how the land the divided in parcels.

This diagram shows the parcels that border my street edge. While they might be smaller. The whole parcel is built on, thus creating the noticeable thick street edge.
This diagram shows the built form as negative space. Here we see the difference in scale of the buildings and their location in proximity to main street.

In this diagram we see the grain of building forms,
From my diagramatic analysis of the site, It is obvious that there is an order that is adhered too in the determination of what types and sizes of buildings border the main street egde. This order, which is used better in some places than in others, is responsible for how we navigate from one place to another and affect how we experience place.

In a section of Roger Trancik’s book “Finding Lost Space” where he discusses “Place Theory”. He says, “the essence of place theory in a spatial design lies in understanding the characteristics of physical space. He states that “if in abstract, physical terms, space is a bounded of purposefully void with the potential of linking things, it only become a “place” when it is given a contextual meaning derived from cultural or regional content”. He further explains and people require a relatively stable system of places in which to develop themselves, their social lives and culture and these needs give space an a emotion content-a presense that is more the physical. I agree with this claim and believe the street egde of my site is what brings it to life and gives it character.

From my precedences studies and readings on Place Identity and the characteristics of a street edge, I have found that there are some certain qualties that re-occur clearly defined street edgues. I believe these qualities are in my chosen site and my findings are broken down into a taxonomy that shows the correlation between the qualities of a people oriented street edge and its contents.

An annotated picture of my site
Interviews and People Study:

To determine how the residents of East Wauwatosa viewed their community I conducted some on-site observation and interviews. From these I was able to gather that the people with a vested interest in the neighborhood/community could be categorized into 4 groups of stakeholders. There are:-

Municipal (City of Wauwatosa)
Businesses (Storeowner)
Home Owner (Resident and Tenants)
Commuter (Casual observer)

The Municipal, which in this case is the City of Wauwatosa, has the most control of how the resources allocated. They pass laws in the form of building codes that determine building cohesiveness, street/sidewalk widths and some of the visual imagery. Their main concern with my site is creating a place that looks vibrant and seems to be economically booming. The Storeowner on the other hand, is less concerned with physical cohesiveness and “look of vibrancy”, but is more concerned with “real economic boom” and the use of imagery to attract customers. The Municipal allows individual Storeowners the option to customize their storefront within certain limits, and each owner does so to fit their needs. The next stakeholder is the Resident; while they have the smallest control over resource allocations at my site, decisions made by the Municipal and Storeowner affect them directly. The Residents are the people that live in the neighborhood and therefore have a financial and emotional investment in it, for them the road is the biggest resource, occasionally they might stop and patronize the food retailers but for the most part my site is just path to their final destination. They therefore pay little attention to smaller details and only large visual imagery catch their attention.

Street Edge as a resource:

After my interviews with and observation of the residents, I realised the street edge to them was not only to create the sense of place but also a great resource to the neighborhood. They helped me see my street edge not as just an aesthetically pleasing but also as an income generating resource in a neighborhood. With tourism becoming a primary way of attracting economic capital, cities and on a smaller scale; neighborhoods are increasingly using place-making strategies to visually create locations that have very distinctive street faces. I can definitely see this in East Wauwatosa. The culture and heritage of the community is definitely being pushed to the forefront as renovated buildings sit on both sides of the street.

In conclusion, my site’s street edge is definitely a huge asset to the town of east wauwatosa. It’s balanced blend of the historic and modernity give it a unique characteristic which in my opinion it creates a place identity the says “welcome to our progressive town which is also rich in heritage”.

portfolio
Bibliography


In order for a city to survive it must continually respond to the changing environment around it both on the global and local scale. In this way, a strong city can be thought of as a living organism. Made up of complex systems, it must continuously adapt not only to the dynamic economic atmosphere, but the cultural and political as well. Continuing on with the metaphor of the city as a living being, the infrastructure can be thought of as the backbone of the city, allowing for the growth of the skeleton, or its built environment. The retail, commercial, and residential aspects grow from this “backbone”, and support the meat of the city, its people. Without the people, a city is just like a skeleton, maintaining a structure, but supporting no life. The current economic climate has had a powerful impact on cities today. What was once healthy and vibrant areas are filled with foreclosed signs and vacant properties. Building activity has been halted because of the costs of construction and material. If our cities are going to heal we need to address the areas that have been hit the hardest. Unfortunately these areas are often in the most poverty-stricken neighborhoods. Without the necessary capital, it becomes almost impossible for these sections to once again build up their urban fabric.

By creating a temporary architecture that is adaptive to the needs of its various clients without requiring extensive time or money the residents can begin to more immediately and accurately address the needs of that particular area. This spurs development directly in that area, rather than taking the profit and moving it to different regions of the city. This temporal architecture can begin to act as a ligament, holding this broken part of the city together as it mends itself.

Through an investigation of a section of North Avenue, a series of vacant and/or underutilized spaces were investigated in order to better understand and develop a strategy that can begin to approach a system of temporary architecture that makes use of these interstitial spaces, reinserting them back into the system of the city. This would enable a more immediate response of the site to the dynamic environment around it without requiring extensive time or capital. This investigation was done through an analysis of the current city systems in this area as well as a look into the history of the space.

In Don Mitchell’s book *The Right to the City*¹, he discusses the French Marxist Henri Lefebvre. Lefebvre believed that the city was a work of art that belonged to all of its citizens. He saw cities as public spaces that needed to be heterogeneous in nature in order to be successful. This inherent right to inhabit the city has been an issue throughout time. Social equity is something that cities struggle with day in and day out. Lefebvre argues that too often present day cities are being designed for us, and that through this process we lose the idea of a public space shaped by the people who use it. Rather, the end result becomes only the reflection of the dominant party, not a work of all of its citizens.

Historically, the area of North Avenue was predominately German. Growing out of a section of the city that was comprised largely of homes for the wealthy downtown businessmen, the early 20th century saw North Avenue as a prosperous urban street, filled with the shops and homes of the German
immigrants. By the 1950’s the population of the area had shifted to become made up of largely black residents. The addition of the freeway and hard economic times in the 1970’s left this section of North Avenue as a stagnant area, void of any significant growth. Lacking the proper infrastructure and built environment, it is unable to grow back into a healthy part of the city.

Transient architecture already plays an important role in this part of the city. Whether it is the man selling ribs from his truck along the street or the ever changing Mom and Pop stores that continually cycle through the rundown buildings lining this section of the city, they have one thing in common. They are the result of those living in the area utilizing the spaces that are left to them in order to provide a service that they see as necessary, but are doing so without proper facilities. The communities along North Avenue need to not just permit these temporary businesses, the need to understand that they are a viable way to bring back life to this part of the city. An adaptive and temporary architecture should be embraced as a way to respond to that area’s particular needs without relying solely on the existing frail infrastructure.

In looking at the section of North Avenue between 15th and 17th street it becomes obvious that this area, while once a vibrant part of the city, has lost part of its urban fabric. Large lots directly on North Avenue sit vacant. Buildings are boarded up, and no real activity occurs at the street level. There are a few exceptions to this. Jake’s, a deli known for its delicious corned beef sandwiches, sits at the corner of North and 17th. Almost the sole place of activity on this block, Jake’s often brings people to this neighborhood who would otherwise avoid it.

Directly across the street from Jake’s lies a vacant fast food restaurant. In previous lives it has been a Chicago Red Hots and a Judy’s, as can be seen by the faded palimpsest of signs. Yet now this corner lies empty, another vast amount of asphalt on this empty street. What becomes the difference between a place like Jake’s and this former fast food restaurant?

Both can be considered forms of an adaptive architecture. Jake’s sits in what used to be a residence, which still retains the original character of the early 20th century building fabric. Started in the 1950’s, Jake’s has become a landmark to the city. It is the idea of what this landmark means that has kept it alive. Bud Selig, the Commissioner of Major League Baseball, actually holds part ownership of the deli. It can be argues that this is what truly keeps Jake’s in business, not the restaurant itself. Yet Jake’s still holds its presence in the North Avenue community itself.

![Figure 1: Adaptive Typology of Jake’s Delicatessen](image)

The vacant Judy’s restaurant as a site lacks this historic connection. Without the support and direct ties into the local community it remains a site that struggles to retain business. Yet even without the ties to history, this street corner should be able to address the needs of a business. Due to the nature of its previous lives, the site itself is extremely adaptable. A basic steel frame building, the façade itself can easily change to suit the needs of the occupant. The major difference in these two sites is the connection that they have to the community around them. Jake’s engages the history of the community. It is Jake’s because of where it is, not solely because of what it does. The Judy’s site does not have this close connection to the community around it. It has simply become a site for various short lived fast food chains. In a comparison of these two types of adaptive architecture.
architecture it become clear that in order for a site to become successful it must make its presence on its particular site tied in to the community around it.

Another type of adaptive use of site can be found almost directly behind the vacant Judy’s site. The community organization of Walnut Way has been active in the community along North Avenue for almost 10 years. Led by residents of the area, the goals of Walnut Way are to bring back the once vibrant community and to focus on a healthy, safe, and positive future for its residents. They do this by providing educational opportunities as well as youth groups and job training. One of the main focuses of Walnut Way has been the idea of urban farming. By taking vacant sites on and around North Avenue and turning them into not only profitable space, but educational opportunities as well, gives value to a space that was no longer connected to the urban fabric.

This adaptive typology is perhaps the most easily accomplished. It allows for a transformation of a space into a place of value without the necessary time or capital that a building requires. The organization of Walnut Way is successful in utilizing this method because they rely not on outside sources, but the sources immediately found in the neighborhood. By engaging the residents they encourage them to take pride in their community as well as to value the space around them.

Taking the information gathered from an analysis of the adaptive typologies already present on North Avenue one can begin to understand the underlying factors in what makes these sites function in the way that they do. Through the study of Jake’s it becomes apparent that being able to have a tie to the history of the location adds value to the site. By retaining what makes the site unique it takes on significance beyond its present form. While Jake’s may not be surrounded by the same context that it once was, it still acknowledges its present community and its connection to the larger space around it.

The fast food restaurant site most recently occupied by a Judy’s would appear to be a poor example of a successful system. Currently vacant it has struggled to retain business. Yet when one looks at the system that the building employs, it becomes apparent how well suited this site has become for easy adaptability. And so the question arises, is something that is constantly changing always a bad thing? While it might be considered a negative attribute that this site has difficulty with setting up a legitimate and long running business, one can see this as an opportunity. By embracing the very fact that its occupants are constantly changing, one can begin to approach the idea of an architecture that has a primary focus of adaptation. Through a system that allows for an easy exchange of parts, a site can become an ever changing and adaptable community space, allowing for the temporary businesses
that occur along North Avenue to have a place that allows for more basic infrastructure.

If this idea of a site that is used for a temporary architecture is embraced, then the way that we look at sites needs to change. Rather than approaching a space and attempting to change its very nature and use it must be seen as part of a larger life cycle. In looking at the idea of a site as something that has a life beyond what is being built upon it, a system can be created that recognizes not only the present form, but the past and future as well. A life cycle of a site should begin to address how the space functions not only when a structure is present, but when the site is empty as well. If a building is being constructed, thought should be given to the materials and structure used, and how they will begin to impact the site once the building is no longer utilized. It also becomes important to not solely address the idea of an activity taking place on the site as being tied to a structure, but as an independent system as well.

In order to view a space as a setting for activities it is important to understand the environment around it. By connecting it to the urban fabric you are giving it an association beyond its immediate context. This connection point allows for the activities that are occurring on the site to not solely rely on the site itself. This ensures that they are connected to the larger systems around them and can adapt to those systems.

An example of this can be seen in the adaptation of a vacant lot. To connect this to the previous analysis, we can look at the corner of 16th and North, home of the now vacant Judy’s. The site itself has no real connection to the urban fabric around it. Typical of the late 21st century creation of the fast food restaurant, it is fronted by a small parking lot of both streets. The vacant building sits in the back corner of the site, making no connection to the residential fabric behind it. Without any recognition of what is around it the site depends solely upon itself. Yet there is so much going on around this site that it should not be an empty, vacant lot. Directly to the south lies the Walnut Way head quarters. Several garden spaces surround the site, but are immediately terminated when they reach the alleyway between the residential community and the North Avenue business sector. Where there to be a continuation of the expression of urban space as valuable land the alleyway and its connection to the site would change in how they are perceived. Rather than be seen as these negative and empty spaces they would become a connection point for the residential and community space.

North Avenue happens to be a major bus route through the city. This means that not only are there a wide variety of people traveling through this space each day, it means that the residents living in this area utilize their street edge as a connection point to transportation. The bus stops that exist currently are minimal. In “System of activities and systems of settings”² Amos Rapoport talks about our use of space and the activities and built forms that this use generates. He takes the idea that our cultural beliefs create a concrete social expression of the built environment and begins to break down the patterns and systems that create this idea. Rapoport states that “built environments are created to support desired behavior”. The forms that we give our buildings are often dependent upon and reflect the uses and activities that occur inside of them. How can this concept be applied to a form of architecture that is always changing? How can one give the idea of permanence to an adaptable system?
Almost no shelter is provided, and they are often vandalized and treated as eye sores. Yet this is where the predominant part of the neighborhood moves in and out of the community. This transitional space should be incorporated into the urban fabric. This means that no longer becomes a point along the edge of the street and sidewalk, but a space itself. When a site recognizes this space it makes a connection to the larger world around it.

Looking back at Judy’s one can being to approach how this connection could change the site. A large percent of the immediate population of this site do not own cars. This means that the parking lot space in front of the building is only serving those who are traveling through. Yet currently there is nothing there to draw people to this site, making the parking lot obviously unnecessary. Taken from another approach, Judy’s can be tied in to the existing transportation network. By utilizing the edge of the site as a space in which those waiting for the bus can occupy, the activity that occurs there is connected to other activities outside of the immediate area. This allows for the site to retain a use outside of its own context.

In conclusion, adaptable architecture can begin to occupy the gaps in the urban fabric and allows for the use of these spaces by the immediate community around it. It can do so successfully by recognizing the larger systems and environments around it. This occurs in a variety of ways. First, the site must recognize the history of its context. Without a larger connection to its place, the site loses its identity. The site must also allow for easy adaptability for a wide variety of functions. This can occur through the architectural systems that are used. By creating a structural system that encourages change rather than giving the impression of permanence it can become a space that provides for a wide variety of functions.

The site should also be treated as a form unto itself. Not only does the space exist with or without a structure on it, it has a life cycle independent of this as well. This means that one should carefully analyze how they are using the site in its present form, and how they site can be used in the future. Like Walnut Way has successfully recognized, sometimes space itself is the most valuable asset, and acknowledging its value can give value to the spaces beyond it as well.

It is also important to view the connections that surround the site. It is in these connections that the site can truly respond to the spaces around it. These connection points not only lie in the systems that make up the urban fabric, but in the actual living space. This is why it is important to think of a site in section as well as plan. How someone occupies the space in front of the site will influence how they view the site itself. When space is made inhabitable through a lack of scale or connection it becomes an undesirable space. Addressing the relation of the user to the environment around them helps to not only strengthen the immediate site, but the spaces around it as well.

So how could these spaces have a positive impact on the general community in the future? Look back at the idea of the man selling ribs from his truck. Without any real connection to infrastructure it will be hard for him to turn this in to a legitimate business. Where he able to go to a site that allows for him to temporarily set of his rib operation, say in the summer months, and then he begins to have a place of business. He might do this for a year or two, until he has the capital necessary to actually build his own restaurant. Utilizing the same site that he temporarily existed on, he can take the structure and turn it into something of more permanence, all the while retaining the connections to the community around it that the precious site had while giving the site an identity of its own.

It is through the application of all of these ideas that a system can begin to be approached that addresses a way in which we can successfully utilize the gaps in our urban fabric. These gaps should not be seen as negative spaces, but rather as opportunities. Lefebvre was correct in the idea that too often our cities are being built for us, not by us.
These gaps are really the only spaces that truly belong to the people of the community. By seeing these spaces not as vacant lots of alleyways, but as connections to the larger community around it they can become hubs of activities that are not dependant on the ideas of people outside the immediate area. By viewing these hubs as spaces that the community truly owns they can being to spur growth that has a direct impact on the community itself. It is through this catalytic movement that these spaces can once again be seen as parts of a larger living organism.

Endnotes


Reuse+Revitalization: an examination of the research process

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Once these issues had been identified, I was continuously trying to formulate a preliminary thesis statement that began to provide my research with some direction. It quickly became evident that I would be fine tuning my thesis claim throughout the duration of the research process.

**Thesis Claim #1 [10.11.09]**

Having called this community home for the past twenty years, I am fully aware of the effects from the negative image projected by this underdeveloped site within the downtown center on both the residents of Rolling Meadows and those merely passing through.

The adaptive reuse of this existing structure and site will help create a more positive view of the city, a greater sense of community among residents, an improved local economy, as well as a model for responsible community redevelopment for neighboring suburbs to follow. As we strive to become a more sustainable and environmentally responsible society, we must make a more conscious effort to reuse existing infrastructure.

The revitalization of existing valuable infrastructure will prove to be a more effective, efficient, and sustainable method for redevelopment, as opposed to demolition and new construction.
"MAKING A DECISION"

As part of the initial research project, we were to select a number of potential sites along Milwaukee’s North Avenue. The site was also to incorporate an element of food. The process began with a bus ride down North Avenue in order to familiarize ourselves with the area.

The three sites selected were centered on areas in need of improvement and a catalyst for redevelopment. However, I found that I was trying to impose my own set of predispositions and assumptions, rather than investigating the inherent qualities of the individual sites.

Consequently, after I had selected the sites along North Avenue, I made the decision to change the focus of my study onto a site I was previously invested in for another research project. The new site provided my with an opportunity to examine the suburban landscape while focusing on a site in need of significant redevelopment.

As a result, the alternative site selection introduced a new topic of interest, the adaptive reuse of an abandoned big box store.

Thesis Claim #2 [10.20.09]

Having called this community home for the past twenty years, I am fully aware of the effects from the negative image projected by this underdeveloped site within the downtown center on both the residents of Rolling Meadows and those merely passing though.

The adaptive reuse of this existing structure and site will help create a more positive view of the city, a greater sense of community among residents, an improved local economy, as well as a model for responsible community redevelopment for neighboring suburbs to follow. The reuse of existing infrastructure will prove to be a more sustainable method of redevelopment as we strive to become a more environmentally responsible society.

The revitalization of existing valuable infrastructure will prove to be a more effective, efficient, and sustainable method for redevelopment, as opposed to demolition and new construction.
“WHAT IS IT?”

[Site Analysis]

After making the decision to change sites, I needed to conduct a thorough site analysis in order to understand the site and the areas in need of improvement. This investigation proved to be valuable in a number of ways. However, I found myself producing a number of diagrams illustrating the obvious characteristics of the site.

“Don’t do a figure ground diagram just to do a figure ground.” An expression that has come to explain what the site analysis process means to me. At first, I found myself doing a series of mindless diagrams that failed to highlight any underlying points of interest. In fact, it was not until after the site analysis was complete that many of my diagrams made a direct correlation to the research inquiry. Nevertheless, a select few diagrams were successful in creating a unique viewpoint of the site.

The first was a transect diagram that allowed me to develop a series of layers that both organized the site and created a series of distinct points of interaction. The second helpful diagram was a green space analysis in which a half mile radius around each green space in the city displayed the abundance of parks and ease of access from a number of different areas. This diagram made it clear that another park would be a disservice to the city and its residents. The third diagram I found to be extremely useful was a gateway study that outlined each major entrance into the city. It was through this diagram that I realized the city was capable of becoming a hub of activity, and the site was fit for further redevelopment.

As I reflect on the site analysis process, I want to find ways to allow this investigation to better inform my research and eventually the design process. It is important to make sure the diagramming process is not a superficial, arbitrary, or mindless exercise, but rather an informed and directed process.

The most important resultant from the site analysis stage was its ability to help structure my final thesis statement. The diagrams I found most helpful later provided me with a way to prove or evaluate my potential design solutions.

Thesis Claim #3 [11.02.09]

Having called this community home for the past twenty years, I am fully aware of the effects from the negative image projected by this underdeveloped site within the downtown center on both the residents of Rolling Meadows and those merely passing through.

The adaptive reuse of this existing structure and site will help create a more positive view of the city, a greater sense of community among residents, an improved local economy, as well as a model for responsible community redevelopment for neighboring suburbs to follow. The reuse of existing infrastructure will prove to be a more sustainable method of redevelopment as we strive to become a more environmentally responsible society.

The revitalization of existing valuable infrastructure will prove to be a more effective, efficient, and sustainable method for redevelopment, as opposed to demolition and new construction.

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1 See page 4 for transect diagram
2 See page 7 for green space diagram
3 See page 8 for gateway diagram
"THE WHO"
[Stakeholders]

The next step in data collection was identifying the different groups associated with the site. Understanding the stakeholders involved is just as important as knowing what and where one is designing, adding an essential element of context that can help drive the entire project.

Ultimately, my stakeholders were mainly community driven with various residents, organizations, and city officials playing key roles in the development of this site. Overall, the site had a far greater public focus rather than private interests.

Residents
  Adjacent Residents
  Local Residents
  Regional Residents
City Officials
  Mayor_Kenneth Nelson
  City Planner_Sarah Phillips
  Alderman (4th Ward)_Brad Judd
City Employees
  Police Department
  Public Works
Local Business Owners
Community Leaders
  Pastors of local Churches
  Park District Administrators
Local Schools
  Rolling Meadows High School
  Carl Sandburg Junior High
  Kimball Hill Elementary
  Central Road Elementary School
  Willow Bend Elementary School
  St. Collette Private School
  William Harper Rainey Community College

Being familiar with the primary stakeholders made it clear on whom to begin to talk to. I had already had several conversations with friends and family about potential for site improvement and adaptive reuse, as we are all familiar with the city and site. However, I realized that it was crucial to find out what the city’s intentions for the site were.

This step eventually led me to a conversation with the city’s Director of Community Development, which brings us to the ethnography section of the research process. Before I was prepared to have an informed discussion with any city official I had to develop a clear taxonomy that would direct the dialogue.

Thesis Claim #4 [11.04.09]

Having called this community home for the past twenty years, I am fully aware of the effects from the negative image projected by this underdeveloped site within the downtown center on both the residents of Rolling Meadows and those merely passing through.

The adaptive reuse of this existing structure and site will help create a more positive view of the city, a greater sense of community among residents, an improved local economy, as well as a model for responsible community redevelopment for neighboring suburbs to follow. The reuse of existing infrastructure will prove to be a more sustainable method of redevelopment as we strive to become a more environmentally responsible society.

The revitalization of existing valuable infrastructure will prove to be a more effective, efficient, and sustainable method for redevelopment, as opposed to demolition and new construction.
Figure 3: transect diagram
“CREATING A LANGUAGE”  
[Taxonomy]

At the point in the research process when we began creating a project taxonomy, it was difficult to get a firm grasp on the project’s main concepts. That is why it was so important to develop a clear language for the project that highlighted the major areas of inquiry. Not only was this step crucial in the overall development of the hypothesis, but it was pivotal in being able to discuss the subject matter with someone not familiar with the research project.

For me, the taxonomy process involved the diagramming of main topics and values that comprised my entire investigation. The diagram reads like a tree, branching off into more specific areas of the project scope. Connections were then made between the various sections, showing the intricacies and interconnections of the project and general intent of my research.

By conducting this taxonomy study, I developed a stronger understanding of my research question, and I was better suited to have an informed discussion. At first, I found it difficult to express my intentions for the project, but the development of a taxonomy gave me a way to organize my thoughts and explain my ideas to others. It also helped in the development of my thesis claim by outlining the “buzz” words of project which best summarized my inquisition.

**Thesis Claim #5 [11.12.09]**

The adaptive reuse of the former Dominick’s supermarket and the surrounding site will help create a more positive view of the city, a greater sense of community among residents, an improved local economy, and a model for responsible suburban redevelopment. The reuse of existing infrastructure will prove to be a more sustainable method of redevelopment as we strive to become a more environmentally responsible society.

As opposed to demolition and new construction, the revitalization of existing valuable infrastructure will prove to be a more effective, efficient, and sustainable method for redevelopment.

![Figure 4: project taxonomy diagram](image-url)
"AN OPEN DIALOGUE"

[Ethnography]

After developing the project taxonomy, the next step was to conduct an interview with one of the stakeholders. I had already obtained a strong grasp on how the general community felt about the redevelopment of this site, but it was important to have a conversation with a city official to determine what the city’s intentions for redevelopment were. While I was in contact with a number of different officials, including the Mayor, Alderman, and City manager, it was the Director of Community Development which I spoke with the most.

My conversation with the director initially focused on issues of economics and the generation of revenue, which I wanted to avoid because my investigation was concerned with alternative ways to activate the underutilized site through adaptive reuse. With that, I transitioned the conversation into how the city intended to reuse the site. After discovering the city was interested in making the site more pedestrian-friendly with a mixed use development, I started to formulate a separate interview taxonomy that I could then apply to my research.

All in all, much of what I found out about the city’s plans to improve the site led me to believe it would eventually end up in a similar state of vacant wasteland. Consequently, any proposal I were to develop would focus on the involvement of an independent organization capable of activating the site while having a vested interest in the long term condition of the site.

The dialogue with the director helped give me an additional perspective on the project, as well as substantial evidence to support my desires for reuse and redevelopment of this abandoned site. As for the development of the thesis statement, the interview provided me with an entirely new taxonomy and set of values that played a vital role in formulating the basis of my research proposal.

**Thesis Claim #6 [11.18.09]**

The adaptive reuse of the former Dominick’s Finer Foods supermarket and the surrounding site into a Suburban Agriculture Center will help create a more positive view of the city, a greater sense of community among residents, and a model for responsible and sustainable suburban redevelopment.

Inefficient land use and inappropriate zoning regulations have left the site in a wasteland state, therefore through alternative zoning methods and reconfigurations of spatial zones, new social interactions and site activity will be generated.
“THE BIG PICTURE”  
[Material Culture]

As the research process progresses, it becomes difficult to maintain a clear concept of the thesis claim and main idea of the project. With so much data collected and time spent thinking about the question, it is easy for ideas to become convoluted and incoherent. What is more, it is vital to remember where your project originated from as it evolves throughout the process.

One way to help refocus one’s thoughts is to analyze the material culture of the site. Material culture is the study through artifacts of the beliefs – values, ideas, attitudes, and assumptions – of a particular community or society at a given time. For my research project I looked at my site from a larger context beginning with the suburban landscape. I was able to deduce a number of major values and attitudes associated with the suburbs, highlighting some of the reasons why people find the suburbs a desirable place to live. I then examined the big box store and identified a number of the values our society has linked to them.

These inferences caused me to think about why the suburbs are so heavily populated despite the incessant negativity surrounding them. I then came to the conclusion that the core values of the suburbs and big box stores must be maintained in order to create a more efficient and sustainable community, in which people still want to live.

All in all, the material culture analysis helped refocus my research direction while solidifying the premise of my project. I was already aware of me interests involving the suburbs and adaptive reuse of the big box store, but the associated values provided the thread that tied it all together.

Thesis Claim #7 [12.02.09]

The adaptive reuse of the former Dominick’s Finer Foods supermarket and the surrounding site into a Suburban Agriculture Center will help create a more positive view of the city, a greater sense of community among residents, and a model for responsible and sustainable suburban redevelopment.

Inefficient land use and inappropriate zoning regulations have left the site in a wasteland state, therefore through alternative zoning methods and reconfigurations of spatial zones, new social interactions and site activity will be generated.

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Throughout this research project I have struggled with the feasibility of this proposal. Many of the people I have talked to have brought into question the economic value of an adaptive reuse project, and more importantly if a big box store is worth salvaging. However, it is the constant focus on monetary value that has produced these deficiencies within the built environment. The big box store is meant to be the most economical solution to commercial retail; nonetheless these sites become major wastelands as retailers frequently vacate them.

A more appropriate way to evaluate the value of land is to reference Aldo Leopold’s *Land Ethic*. In this book, Leopold highlights the importance of preserving the integrity, stability, and beauty of the biotic community. Rather than acting as the conqueror of the environment, Man should act as a fellow citizen of the biotic community.

Therefore, the zoning and value of land is no longer solely based of profitability, but rather the site's potential to generate activity and interactions while preserving the integrity of the environment. Moreover, in this new condition it becomes important to maintain or adapt the built environment, finding innovative solutions to adapt buildings rather than trying to start with a clean slate.

In conclusion, the resource investigation helped give my project relevance and a counter argument to those critical of the big box reuse. In order to get a new result we must take new approaches.

**Thesis Claim #8 [Final]**

An abandoned big box store and its surrounding site can be transformed into a focal point of the suburban city center through the organization of spatial zones throughout the site and building based on specific activities, introduction of scale to the scaleless big box, and the adaptive reuse of the open building system of the big box store all while respecting and responding to the surrounding suburban context.
BIBLIOGRAPHY


Designing for Diversity and the Research Process

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Designing for diversity in the 21st century of contemporary America is ever more relevant than in the past. There are signs everywhere of multicultural America such as the number of ethnic restaurants in suburban neighborhoods, to Spanish language radio stations, and the many temples or mosques that have now grace the urban skyline. Nevertheless, it is also important to understand that diversity happens on many levels and just as it synonym refers to "variety" it can encompass demographics, housing types, services, to class, etc. In designing for diversity, the research process is significant in that it demonstrates how different layers and factors can influence diversity and how they should be taken into consideration.

In order to examine the topic of diversity and the research process, this paper will examine a scenario in which the study of a chosen site in relation to diversity is based on the following four topics: 1) research topics, goals and definitions, 2) site as an empirical object of study, 3) data or nature of evidence, and 4) analysis techniques.

RESEARCH TOPICS, GOALS, AND DEFINITIONS

In the research process, the first step is to identify the topic, which can first start out with a generalization and then become more refined as the research process progresses. In this case the general topic is "diversity" and with a topic in mind there are definitions that need to be defined in order to better state the goals for the topic.

First, why is diversity in the public realm important? As previously mentioned America has become an even more multicultural country than ever before and as American cities become more diverse, they don’t necessarily become more integrated. Diverse places are important because they offer a full range of human complexity at the everyday life within the collective spaces in connection to jobs, schools, markets, etc. The combination of human complexity and a variety of uses and activities generate urban vitality by increasing interactions and fostering economic opportunities.

Furthermore, according to Mary Louise Pratt in "Arts of the Contact Zone", these collective spaces or contact zones are social spaces where cultures meet, interact, and clash in contexts. These contexts tend to deal with power and control such as colonization or the aftermath of those situations and their affect on community language and culture. This idea of contact zones is especially relevant to this topic where different scales of interactions can take place and how the design of those zones can deal with the multitude of cultures, services, and spaces coming together to create place identity.

In order to better establish goals for the topic a clarification of terms is needed. Below several terms are identified:

Diversity: encompasses a wide range of characteristics including cultural, social, and ethnic backgrounds, demographics, economic

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2 Emily Talen, Design For Diversity: Exploring Socially Mixed Neighborhoods (Boston: Architectural Press, 2008), 4-37.

status or class, religious or spiritual values, service types, housing types, zoning, etc.

Collective Spaces: the public zones consisting of points of contacts and places that are present and in close proximity to everyday amenities such as parks, plaza, schools, markets, street edges, etc.

After identifying the topic and defining the major terms, an initial statement about diversity was developed to include the following: diversifying the public realm creates a stronger community bond. In addition, the goals for researching the topic of diversity include: the impact of diversity on public spaces, how diverse is the site in which the topic will be applied, and in what ways will that influence the research process. However, the current statement needed further refinement and is still too general to be a claim. Therefore, another option within the research process is needed which is to study the site as an empirical object of study.

EXAMINING THE SITE AS AN EMPIRICAL OBJECT OF STUDY

Figure 1: perspective photo view looking east towards the intersection of North and Lisbon Avenue. The image highlights an open space at the edge of a major intersection that can become a possible collective space. Its triangular shaped space is also a distinctive feature.

In this research process, the sites along North Avenue in Milwaukee, Wisconsin were the main focus since North Avenue cuts through many different kinds of neighborhoods. After observing the different neighborhoods along North Avenue, I was most attracted to a green space (Figure 1) at North and Lisbon Avenue and the oriental supermarket across from it. The space is intriguing because it is one of the few oddly shaped green spaces along North Avenue. Most open spaces along North Avenue are just empty lots rather than green spaces. Also, the oriental supermarket (Figure 2) on North Avenue has unique and colorful signage in different languages that made it stand out and is also the only one of its kind along this street. As a result, this neighborhood became the chosen site. Although there is signage, it was not clear what the neighborhood is called or its identity. Upon further research in order to map the site, the name of the neighborhood was found to be "Uptown" (Figure 3).

Figure 2: perspective photo view looking west along North Avenue towards the oriental supermarket.

Figure 3: aerial map of Uptown neighborhood showing its street boundaries or major cross streets.

Image Credits: Google Maps
As a result of this first initial experience, I immediately associated the oriental supermarket with diversity, meaning at first that there are a variety of services available in the neighborhood of Uptown. Upon further research of the site to include historical maps, housing types, zoning data, and business listing, I discovered that Uptown is a typical planned residential neighborhood with mostly single family residences and commercial or service businesses located along major routes such as North Avenue. The zoning map (Figure 4) clearly delineates the division of residential from commercial according to lot sizes such as a standard rectangle for residences and larger odd shaped lots for commercial spaces.

![zoning map of Uptown neighborhood in Milwaukee. The lighter and yellow spaces are designated residential areas, the blue are government institutional spaces such as schools, the green is park space, and all other areas in red are commercial or retail lots. Image Credit: Milwaukee County Maps](image)

**DATA OR NATURE OF EVIDENCE**

Choosing the right site is important in the research process as the site itself can either provide extensive to very little information. Furthermore, quantitative research on the site itself is needed before making a claim statement based on the generalization of the topic. Although generalizability deals with making assumptions based on a study of the population at large or a recurring experience, it does require some sort of quantitative data to back the assumptions, even though the results may not be conclusive. This method is very important in this research process in that it can help to better define the claim statement and diversity. As a result, a more thorough site analysis such as putting data in an interpretable representation format like charts and graphs is needed to improve the claim statement about the topic.

In this case, from the nature of evidence available, the only quantitative data I can examine are business listings. I proceeded to create databases based on all the business services in Uptown into several categories to create two different charts. From the charts (Figure 5 and 6) the emphasis on diversity is now shifted from thinking about diversity as building types, ethnicity or social backgrounds, to include the types of services in a neighborhood. The resultant thesis claim is now: having a diversity set of services in a community can establish a stronger neighborhood identity.

![pie chart showing the types of services available in Uptown neighborhood. The largest service type totaling more than half is retail commercial while government institution such as schools came in second and medical institution being the lowest.](image)

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4 Writing at CSU, "Writing Guides", http://writing.colostate.edu/guides/research/gentrans/com2b1.cfm.
Another approach to test the validity of the thesis claim is to extend the research further to include more site visits that will produce behavioral maps or conduct interviews with various stakeholders in order to develop taxonomy charts that can better develop the claim statement. This process can completely change the direction of the claim statement. Since the focus is on the diversity of services within Uptown, data was gathered through mapping out the locations and names of every service type within Uptown and then creating categories for them based on those data and putting them together in a chart to produce some graphs (Figure 5 and 6). From this result, the data was put in plan form in order to focus on the locations of the largest type of services in Uptown, which are the auto related services (Figure 7). From this information, an examination of the overall area of the neighborhood is needed. Based on the latest medium of analysis (Figure 7), I came to the conclusion that since Uptown is bounded by major streets on all sides with a major road cutting diagonally through the site and a large number of car related services, that its current identity is that of a neighborhood that supports a car culture. From this statement, an assumption can be made that Uptown lacks diversity in service types and therefore has a weaker neighborhood identity.

After finding out that the neighborhood is heavy on car related services, I went on to see how this affect site accessibility. The resultant research through an accessibility map (Figure 8) shows that half the neighborhood is accessible or walkable to the services and the other half is disconnected from the major street that cuts diagonally through it. I then proceeded to do an interview with the president of Uptown Business Improvement District who repeatedly mentioned that Uptown needed to improve its streetscape along North Avenue in order to establish an identity for the neighborhood. However, the only thing that the association has done was provided signage, planting and the maintenance of the area. The streetscape is one of the elements that establish an identity for the neighborhood, but that does not necessarily mean it is successful or strong.

For example, the theory of "place making" emphasizes place theory in addition to figure ground or linkage theories as a way to add human elements and unique site context to the study of urban space. This provides meaning to space and ties back to creating strong neighborhood identity in that its relation to cultural and emotional context creates a sense of place and not street makeup such as signage and planting. Furthermore, how space is socially constructed through daily use and exchanges or the circumstances of society can produce that space and its physical form. This is the case in a study done by Setha Low who examined two different plazas in Costa Rica where one is contemporary and the other historical and the impact of the social relations of the those spaces. Her ideas have an impact on the topic in that the social influence of form can be used as a way to describe how the existing infrastructure in Uptown neighborhood like the streets are influenced by the automobile culture with the presence of so many auto related services (Figure 7).

Figure 7: plan diagram showing locations of auto related services in Uptown neighborhood. The blue dots indicate the location of these services, which are all located along the major streets.

By examining other mediums to analyze the research, the claim statement has now continue to evolve and change from originally focusing on diversity within the public realm to diversity of service types within a neighborhood to the idea of the auto related services and its impact on neighborhood identity. However, it is not enough to just focus on the types and diversity of services. Based on the data collected so far, it is apparent that another feature of the auto related services is infrastructure and how that can affect the diversity of services within a neighborhood. From that I proceeded to rewrite the claim statement to focus on a more specific issue. I first went back to define the issue which is that Uptown lacks a strong neighborhood identity that will give the area a sense of place and meaning. From this I took the following position:

Infrastructures such as highways, streets, and sidewalks affect the types of services within a community and these services help to establish the identity of the neighborhood.

The type of infrastructure, its presence, and location created a neighborhood that is identified with the automobile through the large presence of the auto related services and a lack of a strong neighborhood identity. It questions whether this is significant in creating
a strong neighborhood identity and how changes to transportation or a transformation of it can lead to better public spaces within these places for mobility. For example, we cannot look at just an activity or setting within culture but treat them as a part of systems in which meaning is defined through the connection between the two. In addition, the built environments are created to support or influence a desired behavior. By examining the systems of activities within the site, one can better see how the infrastructures shape the systems of settings that dictate a certain behavior and in this case the car culture.

THE RESEARCH PROCESS AND DIVERSITY

This research process can even go further onto a fifth method to include historical research that can provide a background story on the human condition. However this was not an emphasis since the focus of the research was on diversity. It is very important to go through this process and constantly develop and change the claim statement on the topic, because an opportunity to gain a different perspective would have been lost in enhancing the research goals. Furthermore, this process is unique because it applied four different parts of the research process to the topic of “diversity”, contributed to the development of a stronger claim statement, and examined diversity in different perspectives within a particular site. Without studying the site and taking a stance to look at available data the idea of examining the neighborhood as a car oriented center would not have been there. In addition, each of the four parts was manipulated to focus on the thesis claim or topic by examining data and characteristics that focus or gear toward the research topic.

Diversity in architecture requires a particular research process and trajectory in that diversity can encompass so many layers that it is harder to just focus on one area such as demographics. Every aspect must be examined and considered as part of a whole. Without examining these different parts it would not have led me to seeing that the prominence of a particular type of services or just the kinds of services in general within a particular neighborhood can create a specific identity for that neighborhood.

PROJECT SUMMARY/CONCLUSION

Designing for diversity through the research process is done by starting out with some presumptions on a generalized topic, then analyzing different aspects and layers through different viewpoints and being flexible to make changes based on the results of the research. Finally, the research process demonstrates that in designing for diversity it is not just thinking about a particular characteristic, but examining various aspects of diversity including demographics, services, zoning, etc. and being flexible in order to better deal with the continuing changes of the American neighborhoods.

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