Fall 2017
Sol Price School of Public Policy
University of Southern California
Los Angeles, CA

PPD644: SHAPING THE BUILT ENVIRONMENT

Instructor: Dr. Meredith Drake Reitan [mereditd@usc.edu]
Location: TBD
Schedule: Wednesday, 9:00am – 12:20pm
Office Hours: by appointment

The notion of urban design is rooted in the history of human settlements, going back to the earliest attempts to structure and organize the settlement form in the images of divine, cosmic, or ideal social order. Through the ages, the design of cities reflected edicts prescribed by the highest authorities of priests, rulers, philosophers or visionary thinkers. Many dynasties had sought to obtain fame, glory, and transcendence in the design of their cities. Even today new cities are designed and built as icons of independence, as symbols of progress, and as claims to higher status and appeal in the new global economy. City design has played an important iconic role in building of new capitals like Brasilia, Chandigarh, and Islamabad, and more recently in the spectacular new urban developments in Dubai or Shanghai.

In common parlance, urban design means the appearance, layout and organization of the built form of large-scale urban environments. Urban design also implies a deliberate process to create functional, efficient, just, and aesthetically appealing urban spaces. Thus, the word design is used simultaneously as a noun and a verb, and the literature on urban design reflects this parallel possibility. As a noun, urban design is an object of historical, critical, comparative commentaries on the circumstances, values and processes that lead to a particular urban design outcome and its human consequences. The relevant literature is critical and reflective of the past outcomes, and normative about future possibilities. The other literature that focuses on design as a process, tends to emphasize the practice, methods, and the institutional frameworks that guide urban design and influence its outcome. While the former includes writings from social sciences and the humanities, the latter is drawn primarily from the disciplines of architecture, landscape architecture, and urban planning.

In the realm of practice at least three disciplines - architecture, landscape architecture, and urban planning - claim expertise and authority over the scope of urban design. Architects tend to focus on the design of the collective architectural forms of the built environment. Landscape architects are apt to emphasize the form and processes of the natural environment, and nature more generally, in the design of large scale built environments. Urban planners typically consider themselves responsible for defining the social, economic, and political imperatives of city design. They seek to build the strategic design framework and to guide institutions that influence the direction and quantum of urban change. We can imagine an overlapping Venn diagram to represent the practice of urban design as a shared enterprise between these fields, underscoring the complementary relationships between the professions. All three share similar concerns for human scale, public space, sense of place, sustainability, urbanism, aesthetic values, historic preservation, urban conservation, and other such matters.

Although the professional identity of urban design by and large remains a shared enterprise, there is a growing sense that urban design has established an autonomous identity as a field. The scholarship pertaining to the appearance and design of cities, and the human consequences of the built environment has proliferated in recent years, not only within the professions but also in the disciplines of social sciences, the humanities, and the environmental science and health fields. The body of relevant literature includes critical, interpretive, and reflective work on the one

hand, but also empirical findings about the nature of practice and human consequences of the built environment, on the other.

This course will introduce students to the important concepts and foundational literature in urban design. These ideas and methods will be presented, interrogated, and discussed in class in a seminar format. Students will be encouraged to apply the ideas and methods in documentation and analysis of a site, and to develop their design thinking. The course expects to achieve a total synthesis and integration of theory and practice as necessary to become an enlightened practitioner.

LEARNING OBJECTIVES:

1. To gain familiarity and command of the foundational materials pertaining to urban design: important concepts, theories, precedents, and best practices.
2. To acquire skills in documentation, observation, critical analysis, and representation of the built environment – existing attributes and future possibilities.
3. To develop appreciation of the scope and nature of urban design – its application at various scales, its process orientation, its public imperatives, its community engagement, and its various measures of implementation and guidance.
4. To cultivate creativity, innovation, and leadership in design thinking, in making proposals for change, continuity, and sustainability in the built environment.

READINGS

All required readings will be available electronically through Blackboard, on-line and/or on reserve at Leavey Library. See the class schedule below for a list of required readings (an additional list of recommended - meaning interesting and worthwhile, but not required reading is also attached).

ASSIGNMENTS

Critical Reflections: Students will be asked to regularly reflect and apply what they have learned through course readings and discussions to the design of a particular site. The first of these reflections will ask students to document the site over time; the second, to document it geographically. The third assignment asks students to evaluate the site from the standpoint of its users. A final reflection will ask students to summarize their learning and to make recommendations. Students will present this summary to the class as part of the final exam. The reflections should be approximately 10 pages each. However, at least one of these assignments will require students to develop a non-textual (i.e. visual or aural) representation. Specific details, including a summary of criteria used to evaluate each reflection will be discussed in class.

In-Class Assignments: At various times, students will be asked to complete informal assignments that are designed to reinforce readings and to initiate class discussion.

Discussion Lead: Students are expected to complete all required reading prior to class meetings and to discuss the texts during each session. On at least one occasion, students will be asked to "adopt" a theme. The week's designated student(s) will be expected to join the instructor in initiating and leading a portion of class discussion.

A late assignment penalty in the form of a 10% grade reduction will be assessed for every 12-hour period beyond a given deadline, with exceptions granted only for documented medical & family emergencies.

GRADING CRITERIA
Grades will be weighted according to the following distribution:
- Reflections: 80% (four reflections at 20% each)
- Class Assignments: 10%

- Discussion Lead: 5%
- Participation, including attendance, involvement in class discussions and group work: 5%

SCHEDULE OF MEETINGS AND READINGS:

Week	Topic	Readings	Assignments
(1) 8/23	Introduction: What is Urban Design? How does it relate to planning & other allied professions	Discussion of syllabus, assignments, student requirements, readings and class participation	
(2) 8/30	Origins of Urban Design & Current Debates	Birch, "From CIAM to CNU: the roots and thinkers of modern urban design" Jacobs and Appleyard, "Urban Design Manifesto" Loukaitou-Sideris "Addressing the Challenges of Urban Landscapes"	Share a photo of an interesting place to blackboard. Be prepared to informally discuss what appeals to (or repels) you
(3) 9/6	Urban Designer as a Flâneur/Flâneuse: observation, documentation, reflection, representation	Cullen, "General Studies: Squares for All Tastes" Lynch, Appleyard, Myer "Methods of Design" Bosselman, "To Observe" Urban Transformation: Understanding City Design and Form Krieger, "Media Tools for Urban Design"	Review the weekly themes and select one that you would like to "adopt".
(4) 9/13	Scale I: Proximate urban space, public space, public life and the public realm	Sitte, "Open centers of public space" and "the enclosed character of public square" Blumenfeld "Scale in civic design" Krier, "Typological and morphological elements of the concept of urban space"	
(5) 9/20	Scale I (cont.)	Whyte, "The Design of Spaces" Walzer, "Pleasures and Costs of Urbanity" TBD	Critical Reflection 1: Time Due Tuesday 9/19 by 5:00pm.
(6) 9/27	Scale II: Neighborhood and District	Southworth and Parthasarathy, "The suburban public realm" Newman, "Defensible space"	

		CNU Charter for New Urbanism	
(7) 10/4	Scale II; Neighborhood and District (cont.)	Bosselman "Measuring" Lynch, K. Appendix, *Image of the City* Ewing et al "Identifying and measuring urban design qualities related to walkability"	
(8) 10/11	Scale III: Systems, City and Street	Southworth "Theory and practice of contemporary design: a review of urban design plans in the United States" Fishman, "The open and the enclosed: shifting paradigms in modern urban design" Lynch "City Form"	Critical Reflection 2 Space Due by Tuesday 10/10 by 5:00pm
(9) 10/18	Scale III: Systems, City and Street (cont.)	Jacobs, "Making great streets" Hebbert, "The street as a locus of collective memory" Holston "Death of the Street" Barnett, "Designing cities without designing buildings"	
(10) 10/25	Scale III: Systems, City and Street (cont.)	Cullen, G. "The IXth Delhi" James C. Scott "The high modernist city" TBD	
(11) 11/1	Scale IV: Metropolitan/ Regional	Lynch, K. "The pattern of the metropolis" Duany, A. and Talen, E. "Transect planning"	Critical Reflection 3: Users Due by Tuesday 10/31 by 5:00pm
(12) 11/8	Scale IV: Metropolitan/ Regional (cont.)	Jabareen, "Sustainable urban forms: their typologies, models, and concepts" Hough, "Principles of regional design"	
(13) 11/15	Implementation	Lynch, K. *Good City Form,* Chs 6-9, 10-11 Lynch and Hack "The User"	
(14) 11/22	THANKSGIVING	NO CLASS	

(15) 11/29	Implementation (cont.)	Carmona, "Decoding design guidance" Punter, "Developing Urban Design as Public Policy"	Critical Reflection 4: Recommendation Due by Tuesday, 11/28
12/6	Final Wrap Up		Critical Reflection Summary Presentations

RECOMMENDED BOOKS (*ON RESERVE AT LEAVEY)

*Tridib Banerjee 2014 (Ed) *Urban Design: Critical Concepts in Urban Studies*. London: Routledge
    Vol. I: The Idea of Urban Design
    Vol. II: Urban Form and Urbanism
    Vol. III: Scope and Scale of Urban Design
    Vol. IV: Challenges and New Directions
*Tridib Banerjee and Anastasia Loukaitou-Sideris 2011 (Eds) *Companion to Urban Design.* London: Routledge.
*Anastasia Loukaitou-Sideris and Tridib Banerjee, 1998 *Urban Design Downtown: Poetics and Politics of Form.* Berkeley, CA: University of California Press. (electronic copy available)
*Kevin Lynch 1960 *The Image of the City*. Cambridge, MA: MIT Press.
*Kevin Lynch 1984 *Good City Form.* Cambridge, MA: MIT Press.
*Tridib Banerjee and Michael Southworth, 1998, (Eds) *City Sense and City Design: Writings and Projects of Kevin Lynch.* Cambridge, MA: MIT Press.
*Allan Jacobs, *Great Streets.* Cambridge, MA: MIT Press.
Christopher Alexander 1964 *Notes on the Synthesis of Form*. Cambridge, MA: Harvard University Press.
Christopher Alexander 1977 *A Pattern Language*. London: Oxford.
Spiro Kostof 1992 *City Assembled.* New York: Little Brown.
Spiro Kostof 1992 *City Shaped.* New York: Little Brown.
Kevin Lynch 1976 *Managing the Sense of the Region.* Cambridge, MA: MIT Press
Kevin Lynch 1972 *What Time Is this Place?* Cambridge, MA: MIT Press
Peter Calthrope, 2001*The Regional City: Planning for the End of Sprawl.* Washington, D.C.: Island Press.
Jonathan Barnett, 1974 *Urban Design as Public Policy.* New York: McGraw Hills.
Donald Appleyard, Sue Gerson, and Mark Lintell, 1981 *Livable Streets.* Berkeley, CA: University of California Press.
Edward Robbins and Rodolphe El-Khoury, 2004 *Shaping the City*. New York: Routledge
Stanford Anderson, 1978 *On Streets.* Cambridge, MA: MIT Press
Allan Jacobs, Elizabeth McDonald and Yodan Rofé 2002 *The Boulevard Book: History, Evolution, Design of Multiway Boulevards.* Cambridge, MA: MIT Press

DISABILITY SERVICES AND PROGRAMS

"Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776."
(Armstrong memo, October 24, 2000)

ACADEMIC RESPONSIBILITY

"Students, faculty, and administrative officials at the University of Southern California, as members of the academic community fulfill a purpose and a responsibility.

The University must, therefore, provide an optimal learning environment, and all members of the University community have a responsibility to provide and maintain an atmosphere of free inquiry and expression. The relationship of the individual to this community involves these principles: Each member has an obligation to respect:

1. THE FUNDAMENTAL HUMAN RIGHTS OF OTHERS
2. THE RIGHTS OF OTHERS BASED UPON THE NATURE OF THE EDUCATIONAL PROCESS
3. THE RIGHTS OF THE INSTITUTION

ACADEMIC DISHONESTY

The following statements and examples explain specific acts of academic dishonesty.
1. Examination Behavior: Any use of external assistance during an exam is considered academically dishonest unless expressly permitted.
    a. Communicating in any way with another student during the examination.
    b. Copying material from another student's exam.
    c. Using unauthorized notes, calculators or other devices.
2. Fabrication: Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
    a. Inventing of altering data for a laboratory experiment or field project.
    b. Resubmitting returned and corrected academic work under the pretense of grader evaluation error, when, in fact, the work has been altered from its original state.
3. Plagiarism: Plagiarism is the theft and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practice.
    a. Direct Quotation: Any use of a direct quotation should be acknowledged by footnote citation and by either quotation marks or appropriate indentation and spacing.
    b. Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrase material.
4. Other Types of Academic Dishonesty:
    a. Submitting a paper written by another;
    b. Using a paper or essay in more than one class without the instructor's express permission;
    c. Obtaining an advance exam copy without the knowledge or consent of the instructor;
    d. Changing academic records outside of normal procedures;

        d. Using another person to complete homework assignment or take-home exam
            without the knowledge and consent of the instructor.

The above information is taken directly from the SCampus and the Academic Affairs Unit of the Student Senate in conjunction with the Academic Standards Committee.