DRAFT

Fall 2018
Sol Price School of Public Policy
University of Southern California
Los Angeles, CA

PPD644: SHAPING THE BUILT ENVIRONMENT

Instructor: Dr. Meredith Drake Reitan
Location: RGL 103
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 settlements 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.

At the same time, individuals and communities build their own networks and spaces outside of the realm of professional practice. 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 literature in this area is critically reflective of 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, equity 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.

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 and analysis of the built environment, including 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 readings will be available electronically through Blackboard or on-line. See the class schedule below for the list of required readings.

ASSIGNMENTS

Critical Reflections: Students will be asked to regularly reflect and apply what they have learned through course readings and discussion. The first of these reflections will ask students to document a particular site over time; the second, to document the site 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. Students will present this review to the class as part of the final exam. The reflections will require students to develop communication skills in a variety of media. Specific details, including a summary of criteria used to evaluate the reflections will be discussed in class.

Discussion Memos: Students are expected to complete all required reading prior to class meetings and to discuss the texts during each session. On at least 3 occasions, students will be asked to "adopt" a theme. The week's designated students will co-write a 1 page summary of the readings and join the instructor in initiating and leading the class discussion.

Resource Sharing: It is assumed that all students bring a richness of life experience and education to the course. Student perspectives are valued, and each student will be asked to share at least one class-related resource, such as a book, article or website, with others.

Other 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.

GRADING CRITERIA

Grades will be weighted according to the following distribution:
- Reflections: 60% (3 reflections at 20% each)
- Discussion Memo: 10%
- Resource Sharing: 10%
- Class Assignments: 10%
- Participation, including attendance, involvement in class discussions and group work: 10%

SCHEDULE OF MEETINGS AND READINGS:

Week	Topic/Activity	Readings	Assignments
(1) 8/22	Introduction: What is Urban Design? How does it relate to planning & other allied professions? *In-class critical walk around University Park Campus and neighborhood*		
(2) 8/29	Urban Design's Past – The Picturesque Tradition	Birch, "From CIAM to CNU" Olmsted, "Public Parks & the Enlargement of Towns" Mumford, "Garden City Idea"	Share a photo of an interesting place to blackboard. Be prepared to informally discuss what appeals to (or repels) you
(3) 9/5	Urban Design Past – The Modern Tradition *Class Visitor: Will Wright, Director of Government & Public Affairs, AIA Los Angeles*	Perry, "The Neighborhood Unit" Le Corbusier, "The Pack Donkey's Way" and Man's Way" Scott, "The High Modernist City"	Review the weekly themes and select 3 that you would like to "adopt". Pick a date for a resource share
(4) 9/12	Urban Design Present: Issues and Challenges	Sorkin, "The End(s) of Urban Design" Talen, "Bad Parenting" Loukaitou-Sideris "Addressing the Challenges of Urban Landscapes" Inam, "What Urban Design Should Be" Recommended: Vernez-Moudin "A Catholic Approach	

		to What Urban Designers Should Know	
(5) 9/19	Urban Design Analysis *Site Visit: Downtown Walk. Meet at 9:00am Japanese American National Museum, Little Tokyo*	Nelson, "How to See" Shortell, "Walking as Urban Practice & Research Method"	
(6) 9/26	Urban Design Analysis *Class Visitor: Helen Leung, Co-Executive Director, LA-Mas.*	Gehl, "The Human Dimension" and "The City at Eye Level" Cullen, "Townscape"	
(7) 10/3	Urban Design Analysis *In Class Video Whyte, William H. The Social Life of Small Urban Spaces, Municipal Society of Art, 1984.*	Hebbert, "Figure Ground" Lynch, "The Image of the City" Sullivan, "Directions"	Reflection 1: Time, Recommended submission date
(8) 10/10	Great Public Spaces for All *Class visitor: Daveed Kapoor, Utopiad*	Banerjee "Future of Public Space" Rojas, "Enacted Environment of East LA" Freeman, "There Goes the Hood"	
(9) 10/17	Great Streets	Jacobs, "Making Great Streets" Solnit, "Citizens of the Streets" Mehta, "Look Closely" Schmit, "Green Light By Default" Mairs, "Exhibition Road Accident"	
(10) 10/24	Great Cities/Regions	Calthorpe and Fulton. "Designing the Region." Congress for New Urbanism, "Charter" UrbanPatch.org Recommended: Moore, "Past Forward"	Critical Reflection 2: Space Recommended submission date

(11) 10/31	Urban Design and Social Justice	The Just City Essays https://www.thenatureofcities.com/the-just-city-essays/	
(13) 11/7	Urban Design in LA *Class Visitor: W.F. Umi Hsu, Digital Strategist, City of Los Angeles Department of Cultural Affairs*	LA Listens http://www.lalistens.org/ Huante, "Is Boyle Heights Worth Saving?" Gluck, "Can The L.A. River Be Restored Without Causing Gentrification?"	
(12) 11/14	Urban Design in LA cont. *Visit to USC Library, Special Collections & Community Redevelopment Agency's Bunker Hill Archive*	Loukaitou-Sideris & Sansbury "Lost Streets of Bunker Hill" Davis, "Fortress LA"	
(14) 11/21	THANKSGIVING	NO CLASS	Critical Reflection 3: Users Recommended submission date
(15) 11/28	Implementing Urban Design *Class Visitor: Karolina Gorska, Urban Design Studio, City of Los Angeles, Planning Department*	Scheer, "The Debate on Design Review" Carmona, "Decoding design guidance" Punter, "Urban Design as Public Policy"	
12/5	Final Wrap Up		Critical Reflection Summary Presentations

Full Reading Citations

Banerjee, Tridib (2001) The Future of Public Space: Beyond Invented Streets and Reinvented Places, *Journal of the American Planning Association*, 67:1, 9-24

Birch, Eugénie (2011) "From CIAM to CNU: the Roots and Thinkers of Modern Urban Design"

Calthorpe, Peter, and William Fulton (2001) "Designing the Region." Chapter 6 in *The Regional City: Planning for the End of Sprawl*. Washington, DC: Island Press

Carmona, "Decoding design guidance" *Companion to Urban Design* editors Tridib Banerjee, Anastasia Loukaitou-Sideris New York, NY Routledge

James Corner, "The Agency of Mapping: Speculation, Critique and Invention." Mappings, Denis Cosgrove, Ed., (London: Reaktion, 1999), 213-52.

Cullen, Gordan (2007) "Townscape" *The Urban Design Reader* editors Michael Larice and Elizabeth Macdonald, New York, NY Routledge

Davis, Mike (1992) "Fortress LA: the Militarization of Urban Space," *City of Quartz: Excavating the Future in Los Angeles*. New York: Vintage Books, pp 154-180

Freeman, Lance (2006) *There Goes the Hood* Philadelphia, PA Temple University Press

Gehl, Jan (2010) *Cities for People*, Washington DC. Island Press

Gluck, "Can the L.A. River Be Restored Without Causing Gentrification?" *Good* https://www.good.is/articles/l-a-river-revitalization-gentrification

Hebbert, Michael (2106) "Figure-ground: History and Practice of a Planning Technique" *Town Planning Review*, 87 (6)

Huante, Alfredo "Is Boyle Heights Worth Saving?" *Boom* https://boomcalifornia.com/?s=boyle+heights+worth+saving&category_name=&submit=Search

Inam, Aseem "What Urban Design Should Be" https://www.linkedin.com/pulse/what-urban-design-should-aseem-inam/

Jacobs, Allan (1993) *Great Streets* Boston, MA: MIT Press

Le Corbusier, "The Pack Donkey's Way and Man's Way" *The Urban Design Reader* editors Michael Larice and Elizabeth Macdonald, New York, NY Routledge

Loukaitou-Sideris, Anastasia and Gail Sansbury "Lost Streets of Bunker Hill" *California History*, Vol. 74, No. 4 (Winter, 1995/1996), pp. 394-407

Lynch, Kevin (1960) *The Image of the City* Boston, MA: MIT Press

Mairs, Jessica (2017) "Exhibition Road accident shows it's "time to review shared space" says Labour MP Emma Dent Coad" *Dezeen* https://www.dezeen.com/2017/10/09/exhibition-road-accident-review-shared-vehicle-pedestrian-space-emma-dent-coad-london-uk/

Mehta, Vikas (2009) 'Look Closely and You Will See, Listen Carefully and You Will Hear: Urban Design and Social Interaction on Streets', *Journal of Urban Design*, 14: 1, 29 — 64

Moore, Justin G. (2012) "Past Forward: Roots and Recovery in the American City," Cities and the Environment (CATE): Vol. 5: Iss. 1, Article 6. Available at: http://digitalcommons.lmu.edu/cate/vol5/iss1/6

Mumford, Lewis (2007) "Garden City Idea" *The Urban Design Reader* editors Michael Larice and Elizabeth Macdonald, New York, NY Routledge

Nelson, George (1977) *How to See: Visual Adventures in a World God Never Made* New York NY: Phaidon

Olmsted, Frederick Law (2007) "Public Parks and the Enlargement of Towns" *The Urban Design Reader* Editors Michael Larice and Elizabeth Macdonald, New York, NY: Routledge

Perry, Clarence (2007) "The Neighborhood Unit" *The Urban Design Reader* editors Michael Larice and Elizabeth Macdonald, New York, NY: Routledge

John Punter (2002) "Urban Design as Public Policy: Evaluating the Design Dimension of Vancouver's Planning System", I*nternational Planning Studies*, 7:4, 265-282

Rojas, James "The Enacted Environment of East Los Angeles" *Places* 8:3

Scheer, Brenda Case (1994) "The Debate on Design Review." In *Design Review: Challenging Urban Aesthetic Control*. Edited by Brenda Case Scheer and Wolfgang F. E. Preiser. New York, NY: Chapman & Hall, pp. 1-10

Schmit, Angie (2018) "New Traffic Signals in London Will Give Pedestrians the Green Light By Default" *StreetsBlogUSC* https://usa.streetsblog.org/2018/07/23/new-traffic-signals-in-london-will-to-give-pedestrians-the-green-light-by-default/

Shortell, Timothy "Introduction: Walking as Urban Practice and Research Method" in *Walking in Cities: Quotidian Mobility as Urban Theory, Method, and Practice* Edited by Evrick Brown and Timothy Shortell Philadelphia, PA: Temple University Press

Scott, James C. (1998) "The High Modernist City" in *Seeing Like a State* Yale University Press

Solnit, Rebecca (2006) *Wanderlust: A History of Walking* Brooklyn, NY: Verso

Sorkin, Michael (2009) "The End(s) of Urban Design". *Urban Design*, edited by William S. Saunders and Alex Krieger, University of Minnesota Press

Sullivan, Richard (2018) "Directions" *Places Journal*, June https://placesjournal.org/article/directions/?src=longreads#0

Talen, Emily (2009) "Bad Parenting" *Urban Design*, edited by William S. Saunders, and Alex Krieger, University of Minnesota Press,.

Urban Patch Website http://urbanpatch.org/roots/

Vernez Moudon, Anne (1992) "A Catholic Approach to Organizing What Urban Designers Should Know" *Journal of Planning Literature* Vol 6, Issue 4, pp. 331 - 349

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.