URBP 232 URBAN DESIGN STUDIO
URBP 152/DSIT 152 INTRODUCTION TO URBAN DESIGN STUDIO
FALL 2013

Instructor: Ginette Wessel
Office location: Washington Square Hall, WSQ 218
Telephone: Email communication preferred
Email: ginette.wessel@sjsu.edu
Office hours: Thursday 3:00-4:00pm or by appointment
Class days/time: Thursday 4:30-7:00pm
Classroom: Hugh Gillis Hall, HGH 221
Prerequisites: URBP 232: URBP 231 or consent of instructor.
URBP 152: URBP 151 or consent of instructor.
Units: 4 units

Course Catalog Description
URBP 232: Through fieldwork and laboratory assignments, the student applies urban design theories, methods and principles to a current urban development issue.
URBP 152/DIST 152: Introduction to the analysis of alternative urban design policies to direct urban form development. Course may be repeated for credit when topic changes.

Course Description and Course Learning Objectives
This course is concerned with the public realm of urban environments. The field of urban design involves the integration and design of a variety of urban elements from parks, plazas, markets and streets that contribute to community vitality, to contextual factors such as circulation and transportation, land use, historical context and socio-economic conditions that support the livability and functionality of a city. In this course we will explore opportunities to create more humane places using principles and techniques of urban design. Concerns of social equity, sustainability and economic development will frame our analysis and provide a lens to engage design thinking about the public realm.

The class will address design problems through studio work, which will act as an outlet for student creativity, critical thinking and knowledge sharing. Students will perform field studies, case studies, interviews and design reviews. These activities will be supplemented with lectures, discussions and media sessions. Working in teams throughout the course, students will have the opportunity to engage with real-world design problems and interested community members to develop a series of design interventions and implementation strategies at multiple urban scales.
Upon successful completion of the course, students will be able to:

1. Collect, synthesize and communicate data for urban settings through mapping and visual representation.

2. Think critically about the urban environment through the lens of social equity, economic development, sustainability, ecology, transportation, historical context and the public realm.

3. Apply principles of urban design to real world planning problems with real clients such as community citizens, professional planners and designers, and elected officials.

4. Familiarize themselves with the significance of case studies and contemporary sustainable solutions to inform current urban development.

5. Work on urban design problems at multiple scales, from small elements like street details, parks or plazas and buildings that contribute to the public realm, to medium scale such as marketplaces or cultural centers, to larger scale such as street grids and neighborhoods.

6. Develop ideas and concepts, and translate them into design conventions utilizing a variety of tools and techniques such as sketching, computer aided drawing and 3-D modeling.

7. Work effectively with classmates though hands-on team projects.

**Planning Accreditation Board (PAB) Knowledge Components**

This course covers the following PAB Knowledge Components: 1a, 1e, 2a, 2b, 2f, 3a, 3c.

A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.htm.

**Course Readings**

Required readings will be assigned in class and uploaded in the course Dropbox folder. Readings include the following articles and a selection of chapters from the following books:


The following readings are not required, but should be referenced for your studio work. All texts unless otherwise noted are available in the SJSU Library.

ISBN: 9781597264808

ISBN: 0891640576

ISBN: 9780471475811

ISBN: 9780923956455

**Course Assignments and Grading Policy**

Your grade for the course will be based on the following assignments:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precedent Study: In teams, students will research and analyze assigned precedents and graphically present their analysis in a slide presentation.</td>
<td>20%</td>
<td>1, 2, 4, 7</td>
</tr>
<tr>
<td>Urban Analysis*: In groups, students will conduct intensive on-site fieldwork, interviews and analysis related to their assigned urban area. (Engagement Unit)</td>
<td>25%</td>
<td>1, 2, 3, 5, 7</td>
</tr>
<tr>
<td>Design Development Phase 1*: In groups, students will develop design recommendations and implementation strategies for the area assigned in the Urban Analysis.</td>
<td>25%</td>
<td>1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Design Development Phase 2*: In groups, students will integrate and synthesize information about multiple urban areas to develop a holistic set of design recommendations. Graduate students see requirement below**.</td>
<td>30%</td>
<td>1, 2, 3, 5, 6, 7</td>
</tr>
</tbody>
</table>

* These assignments will be presented in a series of presentation boards.
**Each graduate student is required to develop a planning report for their project that explains the project context, methodology, precedent analysis, site analysis, design recommendations and strategies for implementation complete with an appendix. This document will be count for 10% of the last assignment.
Study Area and Assignment Overview

This urban design studio will explore possibilities for the future redevelopment and management of public open space, urban corridors, greenways, markets, and transportation centers within an area of San Jose that is located north of the downtown business district. Through the lens of social equity, economic development and sustainability, the class will conduct in-depth field work and urban analysis to support design recommendations for three core areas shown in the map above. Using these analyses, the class will address opportunities to reactivate St. James Square by integrating the areas into a holistic plan.

The historical St. James Square district is embedded within a rapidly changing residential neighborhood and an economically prosperous downtown area. Recent concerns over safety and future transit development have many local community members concerned about its future. However, its close proximity to San Pedro Square and Santa Clara Street offer opportunity to reactivate the park and make it welcoming to a wide range of users from within downtown and the larger region.

The West Santa Clara corridor is part of a larger urban network of both city and regional transportation. It will soon undergo intensive redevelopment with a planned Bus Rapid Transit System (BRT) and two regional rail stations (BART). With this future development in mind, understanding the existing streetscape, the impact of new developments and identifying opportunities to maintain and improve its character and pedestrian connectivity are essential to a successful corridor and to St. James Square.

The Guadalupe River Parkway, an often underutilized urban space, has much to offer the community in terms of its social and environmental assets. The parkway’s existing features need to be analyzed in order to identify improvement opportunities and understand its maximum potential as an ecological anchor for the community. Future plans for a BART station located at the south end of the parkway will transform the area into a transit center providing new possibilities for activating the area.
The course will begin with a precedent assignment to research and analyze a series of urban policies and projects that are embedded in economically and socially diverse settings. Equipped with this knowledge, students will perform an urban analysis of each of the three areas above. In the third assignment, students will develop a series of recommendations for each area in relation to specific identified needs. Lastly during the fourth assignment, students will integrate and synthesize each of the three areas into a cohesive set of design recommendations for the area. Each of these assignments will be discussed in length during the semester.

Students will interact with community and city representatives in order to understand the various perspectives and dynamics at play in this area of San Jose. These participants are each invested in the area for its potential future growth and contribution to San Jose’s livability and vitality. They will be accessible throughout the project development for questions and will join our design reviews.

**Calculation of Final Course Letter Grade**

There are no individual exams or papers in this course; students will, however, receive a personal grade following a group presentation. The criteria for evaluation of each assignment include the following and have a point system of 4=excellent, 3=good, 2=marginal, 1=unacceptable. The maximum amount of points to receive is 32 for each assignment.

- Production and Consistency: Overall working progress.
- Effort and Motivation: A willingness to work at a continuous level of involvement.
- Comparative Evaluation: Your work gauged with respect to the work of other teammates.
- Personal Progress: Advances in understanding of urban concepts and spatial relationships.
- Personal Challenge: An evaluation of the “degree of difficulty” in your work.
- Attendance: Mandatory presence in team work. Accessibility and availability to teammates.
- Participation and Engagement: Fostering a positive, critical dialog by asking questions, provoking group discussion and engaging in project critiques.
- Reviews: Creating a presentation that clearly communicates your ideas in a cohesive manner. Intensity of critical thought and graphic analysis given the theories and techniques learned at that stage of the course. Fair distribution of presentation time for each team member.

The course grade consists of four assignments. Each assignment has a maximum of 32 points. If a student obtains 30 points on the first assignment, 28 on the second, 25 on the third and 31 on the fourth assignment, their final letter grade can be calculated using the following steps:

1. Calculate the weighted score for each assignment:
   - First assignment: 30/32 times 100 times 20% = 18.75
   - Second assignment: 28/32 times 100 times 25% = 21.88
   - Third assignment: 25/32 times 100 times 25% = 19.53
   - Fourth assignment: 31/32 times 100 times 30% = 29.06

2. Add the weighted score for each assignment to arrive at the final score for the course:
   Final score = 18.75 + 21.88 + 19.53 + 29.06 = 89.22

3. Grading scheme:
   - A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63)

4. Use the conversion scheme provided in step “c” to arrive at the letter grade:
   The score of 89.22 for the student equals a letter grade of “B+.”
Course Workload
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as site visits and creating graphic presentations. Details on how to complete these activities will be provided in handouts distributed in class later in the semester.

Classroom Protocol
Attendance is mandatory. In the unfortunate case of an absence the instructor must be notified prior to class time. Since the class is designed around group work, it depends on attendance of each other to be successful. Students are expected to be set up for studio by the time class begins. If the class is a presentation day, punctuality is especially required, as a courtesy to fellow students. When possible you are to participate as an audience for you peers’ presentations.

Studio Culture
The studio environment is an outlet for your creativity and thoughts and is taught through both group discussions and desk crits. Each of you can expect desk crits and group pin-ups several times throughout the semester. Critical input is meant to stimulate you in a challenging way so that you move ahead in a positive and thoughtful direction with a growing intensity. Significant progress on each project is expected between class meetings.

Course Materials
Recommended Tools: Roll of trace paper (12” or 18” wide), Drafting tape and push pins, Sketchbook, Felt-tip markers, Camera, Laptop computer

Course Computer Applications
Adobe Creative Suite Master Collection:
- Adobe Photoshop
- Adobe Illustrator
- Adobe InDesign
(Free download for your personal computer through the university at this link: http://its.sjsu.edu/services/adobe/students/index.html)
- ArcGIS (Available in computer lab: WSQ 208)
- SketchUP (Available in computer lab: WSQ 208)
- Microsoft Powerpoint (Available in computer lab: WSQ 208 or for purchase at: http://its.sjsu.edu/services/software/index.html)
Academic Integrity Statement, Plagiarism, and Citing Sources Properly

SJSU’s Policy on Academic Integrity states: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development” (Academic Senate Policy S07-2). The policy on academic integrity can be found at http://www.sjsu.edu/senate/S07-2.htm.

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use (1) “notes” (footnotes or endnotes), plus a corresponding bibliography.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

San José State University

Urban and Regional Planning Department
You can find information about the services SJSU offers to accommodate students with disabilities at the Disability Resource Center website at www.drc.sjsu.edu.

**Consent for Recording of Class and Public Sharing of Instructor Material**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

**Library Liaison**

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-928-2096.
### Course Schedule
Subject to change with notice in class or by email.

<table>
<thead>
<tr>
<th>Date</th>
<th>Presentations/ Exercises Due</th>
<th>In-Class Subjects</th>
<th>Assignments explained in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 22</td>
<td>Course Introduction</td>
<td>Course &amp; Syllabus Review&lt;br&gt;Lecture 1: Urban Design Overview &amp; Sketching&lt;br&gt;Student Questionnaire</td>
<td>Sketching Exercise&lt;br&gt;Precedent Study Assign</td>
</tr>
<tr>
<td>Aug 29</td>
<td>Sketching Exercise Due</td>
<td>Lecture 2: Best Practices/Precedents</td>
<td></td>
</tr>
<tr>
<td>Sept 5</td>
<td><strong>Precedent Study Presentation</strong></td>
<td>Presentations&lt;br&gt;Lecture 3: Field Work &amp; Site Analysis&lt;br&gt;Site Visits</td>
<td>Urban Analysis Assign&lt;br&gt;Work Plans</td>
</tr>
<tr>
<td>Sept 12</td>
<td>Work Plans</td>
<td>Lecture 4: Urban Systems&lt;br&gt;CommUniverCity class visit&lt;br&gt;Media Session 1: Photoshop, Illustrator&lt;br&gt;Studio Work: Existing Conditions</td>
<td></td>
</tr>
<tr>
<td>Sept 19</td>
<td><em>Pin-Up Review</em></td>
<td>Pin-Up Review&lt;br&gt;Media Session 2: InDesign, GIS&lt;br&gt;Studio Work: Existing Conditions</td>
<td></td>
</tr>
<tr>
<td>Sept 26</td>
<td></td>
<td>Media Session 3: SketchUp&lt;br&gt;Studio Work: Analysis and Thesis Development</td>
<td></td>
</tr>
<tr>
<td>Oct 3</td>
<td><em>Pin-Up Review</em></td>
<td>Pin-Up Review&lt;br&gt;Studio Work: Board development</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Oct 10</td>
<td><strong>Urban Analysis Presentation</strong></td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Development Phase 1 Assign</td>
<td></td>
</tr>
<tr>
<td>Oct 17</td>
<td>Work Plans</td>
<td>Lecture 5: Place-making</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studio Work: Opportunity Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media Session: Review &amp; Questions</td>
<td></td>
</tr>
<tr>
<td>Oct 24</td>
<td></td>
<td>Studio Work: Design Recommendations</td>
<td></td>
</tr>
<tr>
<td>Oct 31</td>
<td>Pin-Up Review</td>
<td>Pin-Up Review</td>
<td></td>
</tr>
<tr>
<td>Nov 7</td>
<td><strong>Design Development Phase 1 Presentation</strong></td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Development Phase 2 Assign</td>
<td></td>
</tr>
<tr>
<td>Nov 14</td>
<td>Work Plans</td>
<td>Studio Work: Collaboration of Design Ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studio work</td>
<td></td>
</tr>
<tr>
<td>Nov 21</td>
<td>Pin-Up Review</td>
<td>Pin-Up Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studio Work: Continued</td>
<td></td>
</tr>
<tr>
<td>Nov 28</td>
<td>THANKSGIVING HOLIDAY</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Dec 5</td>
<td>Pin-Up Review</td>
<td>Pin-Up Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studio Work: Final improvements of boards</td>
<td></td>
</tr>
<tr>
<td>Dec 13</td>
<td>Final exam period, 5:15-7:30pm</td>
<td>Design Development Phase 2 Presentation</td>
<td></td>
</tr>
</tbody>
</table>