

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 231 – URBAN DESIGN IN PLANNING
URBP 151 – INTRODUCTION TO URBAN DESIGN
FALL 2019

Instructor: Gordon Douglas, PhD
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Office hours: Tuesdays 1:30 – 3:30 (by appointment please)
Class days/time: Tuesdays 4:30 – 7:00 PM
Classroom: Clark Hall CL 303B
Prerequisites: None for 231
Upper division standing or instructor consent required for 151.
Units: 4

Course Catalog Description

URBP 231: Urban design as part of the planning process; contemporary and historic urban design thought and ways of improving design quality in the urban environment.

URBP 151: Principles, goals and methods of the urban design process. Urban design as the comprehensive treatment of the human-made environment. Prerequisite: Upper division standing or instructor consent.

Course Description and Course Learning Objectives

This course provides a graduate-level introduction to the ideas that have shaped the design of cities and the principles informing the practice of urban design. We will explore significant components of theory and practice across the disciplines of architecture, urban planning, and landscape urbanism, and consider how they are intertwined with social, environmental, and cultural factors. The course is mainly organized around the different scales or sites at which urban designers think and work today, but focuses also on important moments of urban design in history, major theories, concepts and critiques, and some key methods for research and practice.

We typically spend part of each session with lecture, discussion, and (as needed) presentations of assignments, but when possible we also spend some of our class time on the streets of San José examining how design of all sorts shapes the city.

Upon successful completion of the course, students will be able to:

1. Interpret and assess the contemporary city in terms of both historical contexts and modern urban design principles.
2. Apply design tools and principles to urban spaces across scales, from the fundamentals of wayfinding and social interaction in public space to the sustainability and resilience of metropolitan regions.
3. Describe how urban design decisions can both shape and reflect local character, economic development goals, or planning priorities.
4. Demonstrate basic design skills through visual presentations of site design proposals.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 1.(b), 1.(d), 1.(e), 2.(b), 2.(c), 3.(c), 3.(d), and 3.(e). A complete list of the PAB Knowledge Components can be found at <http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html>.

Required Course Texts

All required readings are listed by week in the course schedule below. Most of these readings are available digitally via the library or elsewhere online.

Some of the readings come from the following books. You probably only need to actually buy these if you are interested in owning a copy, because they can be found at the library in physical form (on course reserve) and I have noticed that several of them can also be found posted online with a bit of digging. That said, these are nice books for any planner / designer to have on her or his shelf.

Bacon, Edmund. 1974/1976. *Design of Cities*, Revised Ed. Cambridge, Mass.: MIT Press.
(Originally published in 1967, the revised second edition(s) dated 1974 and 1976 are what we'll be referring to.)

Lynch, Kevin. 1982/1984. *A Theory of Good City Form*. Cambridge, Mass.: MIT Press.
(Originally published with the above title, the book was republished as *Good City Form* in 1984. The former is the version on reserve and findable online; they are basically the same.)

Tseng, Thomas, Joel Kotkin, Karen Speicher & Namira Chawla. 2006. *Growing Urban Villages: Cultivating a New Paradigm for Growth and Development in California*. Malibu: Pepperdine University Davenport Institute. Online at <https://publicpolicy.pepperdine.edu/davenport-institute/content/reports/urban-villages.pdf>

Whyte, William H. 1980. *The Social Life of Small Urban Spaces*. New York: Project for Public Spaces.
(Again this has been published and republished a few times, any version works.)

The other required readings listed in the course schedule below are either available online (i.e. from electronic journals via the library website), on course reserve, or will be distributed in class/Canvas.

Course Requirements and Assignments

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

Assignments	Due Date(s)	Percent of Course Grade	Course Learning Objectives Covered
Participation Participate in class discussion and demonstrate comprehension of assigned readings and themes.		10%	1, 2, 3
Reading Responses Brought to class on five occasions throughout the semester; two points each.		10%	1, 2, 3
Sketch of Four Locations Identify and sketch in perspective or in plan four locations in a city you know well (such as a street, an open space, a configuration of buildings, etc.) to demonstrate each of the four approaches discussed in the Barnett reading. Briefly explain in a short write-up how each derives from that approach. *Students in 151 may choose three of the four to do.	Sept. 10 th	15%	1, 2, 4
Street Comparison (Engagement Activity) Analyze two streets in terms of the qualities mentioned by Edmond Bacon, Jan Gehl, Alan Jacobs and others. About 2 pages, with illustrations.	Oct. 1 st	15%	1, 2, 3, 4
Essay on Design and Community Character Write a short research paper (around 4-7 pages) considering the following question: How does the built environment reflect or influence (or both) the cultural character of a place? Consider the question at the neighborhood scale, but include site-specific examples (streets, plazas, buildings, signs, streetscaping) as well as some considerations of the broader city or region. Make sure to discuss both the formal/top-down and informal/bottom-up design elements that characterize a place. *Expected paper length for students in 151 is 3-5 pages.	Nov. 19 th	20%	1, 2, 3
Neighborhood Design Proposal (Engagement Activity) Choose an existing area of several city blocks (could be urban neighborhood, suburban town center, industrial district, random edge space...) that you think needs improvement from an urban design standpoint to become a more functional, appealing, sustainable, mixed-use neighborhood. (The site needn't be square – it could be a rectangular site surrounding a length of street you want to focus on, for instance). Visit and	Dec. 10 th	30%	1, 2, 3, 4

analyze the site: conduct a basic land-use survey and observe local activity. Think about what the people who live in, work in, or traverse this area need, want, or would benefit from. Propose a re-design of the area to promote a healthy, just, and sustainable “urban village,” including a written justification referencing texts from the course and at *minimum* one site plan and one design illustration showing the interrelationship between building uses, public space, transit, existing infrastructure, etc. Justification includes ‘self-critique’ (what works and what doesn’t). Students will briefly present their projects on the final day of class.

*For 151 students this assignment can be completed in groups of 2 if preferred.

Detailed instructions for each assignment will be discussed and distributed in class, and on the course website. Different expectations for undergraduate students as opposed to graduate students will be explained in detail.

Late Assignments

Assignments are due on the dates stated above and readings are to be completed before class. Because our in-class discussion depends on students having done the reading, and some class meetings will be devoted to presentations and review of student work, assessment will often rely on students being present in class with their work completed. Written assignments will be accepted late with a grade reduction by one half-step letter grade (accidental? semitone?) every day or two it is late. For example, if an assignment warranted an “A” and was one or two days late, the final grade would be an “A-”; after three days: B+, five or six days “B,” and so on down.

Final Examination or Evaluation

This course is evaluated through multiple assignments and class participation. The final assignment, a hypothetical proposal for the redesign of a neighborhood site (see above), is due during the final class meeting, during which time students will briefly present their projects.

Grading Information

The course grade consists of four main assignments. The first two assignments are each worth 15% of the grade (15 points each), the next is worth 20% (20 points) and the final project is worth 30% (30 points), with 2 points for each completed Reading Response memo and a final 10% allotted based on an evaluation of course participation.

For course letter grade: A+ (98 and above); A (93 to 97); A- (90 to 92); B+ (88 to 89); B (83 to 87); B- (80 to 82); C+ (78 to 79); C (73 to 77); C- (70 to 72); D+ (68 to 69); D (63 to 67); D- (60 to 62); F (below 60).

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 readings and 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 completing the assigned reading, visiting your field site, and completing assignments (including preparing for the presentation). Details on how to complete these activities will be provided in class.

Classroom Protocol

Students are expected to attend every class session and arrive on time and come prepared with readings and any assignments completed, ready to fully participate in discussion.

Most days, class will begin with a lecture relating to the topic and readings for the day; questions and discussion should be part of this lecture, and questions will be asked of students throughout. We will then move to a period of open discussion where students will be expected to offer their thoughts on the topics in the readings and lecture and how these relate to their experiences and professional work. When assignments are due, we will talk through them and students may be asked to share their work. Some days, we will use some of our class time to go out into the streets nearby and walk around looking at examples of the things we're learning about. Some days we may have a visitor or attend a relevant presentation on campus. Changes will be announced at least two weeks in advance.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Plagiarism and Citing Sources Properly

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.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

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. (The book is also relatively inexpensive, and you may wish to purchase a copy.) 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. Students may use either of the styles in this course, as long as they pick one or the other to use consistently throughout any given assignment.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Peggy Cabrera. If you have questions, you can contact her at peggy.cabrera@sjsu.edu or 408-808-2034.

Recommended Software

Adobe Photoshop and other software from the Adobe Creative Cloud suite can be useful in creating the renderings required for the final project. This software is available free to students via the university at: <http://www.sjsu.edu/ecampus/teaching-tools/adobe/students/index.html>

SketchUp is another program that some students find valuable. An educational version is also available free to students from the developers: <https://www.sketchup.com/download>

*We will spend part of one class day with a tutorial for some simple street design collage and rendering techniques using Photoshop.

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URBP/DSIT 151 – INTRODUCTION TO URBAN DESIGN
FALL 2019
COURSE SCHEDULE

*Subject to change with fair notice – any changes will be announced in class well in advance.
 Readings listed here are to be completed *before* that day’s class.

No.	Date	Topic, Reading and Assignment
1	8/27	<p>Introduction: What Is Urban Design?</p> <p>Review syllabus and watch first part of Gary Hustwit’s <i>Urbanized</i></p>
2	9/3	<p>A Brief History of Urban Form</p> <p>Kevin Lynch. <i>Good City Form</i>. "Form Values in Urban History" (pp. 5-36), "Between Heaven and Hell" (pp. 51-72), "General Settlement Patterns" (pp. 373-85). (*This book is on reserve at the library, but also try looking for it online!)</p> <p>Charles C. Mann. 2006. "Ten Thousand Mounds" and "The Rise and Fall of the American Bottom" (pp. 252-67) from <i>1491: New Revelations of the Americas Before Columbus</i>. New York: Knopf. (Available on Canvas.)</p> <p>Charles Mann, Peter Dana, and William Doolittle. 2013. "Humanized Landscapes of the Americas Before 1492" (handout). (Available on Canvas.)</p> <p>Edmund Bacon. 1974. <i>Design of Cities</i>. "Stirrings of the New Order" (pp. 123-27), "18th and 19th Century European Design" (pp.171-85), "Development of Paris" (pp. 187-93), and "John Nash and London" (pp. 201-15). (*The library has three copies of this book, two of which are on reserve.)</p> <p>*Reading response 1 due for in class discussion*</p>
3	9/10	<p>What Does a Good City Look Like? Theories and Perspectives</p> <p>Kevin Lynch: <i>Good City Form</i>. "What is the Form of a City and How is it Made?" (pp. 37-50), "Three Normative Theories" (pp. 73-98), "Some Sources of City Values" (pp. 359-72).</p> <p>Jonathan Barnett. 2016. <i>City Design: Modernist, Traditional, Green, and Systems Approaches</i>. "1. Three City Design Challenges" (pp. 1-12) and "6. An Integrated Way to Design Cities" (pp. 223-37). *available as an e-book via the library</p> <p>Bonus fun: take a look at some Aldo Rossi architectural drawings and paintings, online (a basic image search for his name and "drawings" will do it) or in the book <i>Drawings and Paintings</i>.</p>

No.	Date	Topic, Reading and Assignment
* <i>Four Locations Assignment due.</i> See Canvas*		
4	9/17	City Patterns in Languages and Typologies
Kevin Lynch: <i>Good City Form</i> . "A Language of City Patterns" (pp. 345-58). Also flip through the whole of Lynch's "Appendix D: A Catalog of Models of Settlement Form" (pp. 373-455).		
this is a good opportunity to practice skimming! Note also that there is an outline of Appendix D on pp. 454-455.		
Alexandra Lange. 2019. "Let Christopher Alexander Design Your Life" (a re-reading of his 1977 classic <i>A Pattern Language</i>). https://www.curbed.com/2019/7/11/20686495/pattern-language-christopher-alexander		
Graham Correil-Allen. 2010-ongoing. <i>Typology of New Public Sites</i> . (*Download from the author at http://grahamprojects.com/projects/npst/)		
5	9/24	Streets
Kevin Lynch: <i>Good City Form</i> . "Circulation" and "Modal Choice " (pp. 419-36).		
Allan B. Jacobs. 1995. <i>Great Streets</i> : Part 4. "Requirements for Great Streets" and "Qualities that Contribute" (pp. 270-92). (*This book is on reserve at the library.)		
Jan Gehl. <i>Life Between Buildings</i> . "To Assemble or Disperse" (pp. 81-100) and "Soft Edges" (pp. 183-97). (*This book is available as an ebook via the library.*)		
Justin Davidson. 2018. "What is a Street? And What Will it Become?" <i>New York Magazine</i> website. http://nymag.com/daily/intelligencer/2018/01/what-is-a-city-street-and-what-will-it-become.html		
Field excursion: Walking tour of our immediate neighborhood to discuss good streets, bad streets, and urban typologies.		
* <i>Reading response 2 due</i> for in class discussion*		
6	10/1	Blocks, Squares, Plazas, and Passages
Edmund Bacon. 1974. <i>Design of Cities</i> . "Involvement" (pp. 23-32) and "The Structure of the Square" (p. 94-99)		
Whyte, William H. 1980. "1. The Life of Plazas" (pp. 16-23), "2. Sitting Space" (pp. 24-39) and "7. Effective Capacity" (pp. 66-75). In <i>The Social Life of Small Urban Spaces</i> .		

No.	Date	Topic, Reading and Assignment
		<p>Denis Pieprz. 2018. "Why Mexican Public Squares May be the Best Public Spaces in the World." <i>Common\Edge</i> website. http://commonedge.org/why-mexican-squares-may-be-the-best-public-spaces-in-the-world/</p> <p>Shane, David Grahame. 2014. "Block, Superblock, and Megablock: A Short History." <i>Arduecitta</i> online http://www.arduecitta.it/world/2014/01/block-superblock-and-megablock-a-short-history/</p> <p>Field excursion: Downtown design with Jason Su, SJ Downtown Association.</p> <p><i>*Street Comparison Assignment Due.*</i></p>
7	10/8	<p>Parks, Gardens, and Green Corridors</p> <p>Whyte, William H. 1980. "3. Sun, Wind, Trees, and Water" (pp. 40-49). In <i>The Social Life of Small Urban Spaces</i>. Washington, DC: Conservation Foundation.</p> <p>McHarg, Ian. 1992. "Nature in the Metropolis" (pp. 55-65) in <i>Design with Nature</i>. New York: Wiley. (Just skim this one if interested.) (Available on Canvas.)</p> <p>Flemming, Billy, et al. "How Ian McHarg Taught Generations to Design With Nature," <i>CityLab</i> website: https://www.citylab.com/perspective/2019/06/landscape-architecture-design-with-nature-ian-mcharg-books/590029/</p> <p>T. Tusca, S.R. Gaffin, & G.R. Del'Osso. 2011. "Positive Effects of Vegetation: Urban Heat Island and Green Roofs." <i>Environmental Pollution</i> vol. 159. https://www.sciencedirect.com/science/article/pii/S0269749111001539</p> <p>Georgia Garrard, Nicholas Williams, and Sarah Bekessy. 2018. "How to Design Cities Where People and Nature Can Both Flourish." <i>The Conversation</i> website: http://theconversation.com/heres-how-to-design-cities-where-people-and-nature-can-both-flourish-102849</p> <p>Richard Florida. 2019. "The Beauty Premium: How Urban Beauty Affects Cities' Economic Growth," <i>Citylab</i> website: https://www.citylab.com/life/2019/05/beautiful-cities-economic-growth-data-beauty-premium/589480/</p> <p>View in class: <i>The Social Life of Small Urban Spaces</i>, The Municipal Art Society of New York, 1990 (60 mins).</p>
8	10/15	<p>Walkable, Mixed Use, and Transit-Oriented Neighborhoods</p> <p>Gibbons, Andrea. "Gordon Cullen's Concise Townscape," <i>Writing Cities</i> website: http://writingcities.com/2015/11/10/gordon-cullens-townscape/</p> <p>Jacobs, Allen & Donald Appleyard. 1987. "Toward an Urban design Manifesto." <i>Journal of the American Planning Association</i>, 53(1): pp. 112-20.</p>

No.	Date	Topic, Reading and Assignment
9	10/22	<p data-bbox="427 239 1386 302">Ford, Larry R. 1999. "Lynch Revisited: New Urbanism and Theories of Good City Form." <i>Cities</i>, 16(4): pp. 247-57.</p> <p data-bbox="427 331 1419 436">Tseng, Thomas, et al. 2006. Read pp. 1-6, 18-20, 21-32 in <i>Growing Urban Villages: Cultivating a New Paradigm for Growth and Development in California</i>. Malibu: Pepperdine University Davenport Institute.</p> <p data-bbox="427 466 1281 495">Check out latest version of Smart Code at www.smartcodecentral.org</p> <p data-bbox="427 520 976 548">*Reading response 3 due for in class discussion*</p>
10	10/29	<p data-bbox="427 573 1179 602">Designing for Local Character and Community Identity</p> <p data-bbox="427 632 1398 695">Reed, Christopher. 2003. "We're from Oz: Marking Ethnic and Sexual Identity in Chicago," <i>Environment and Planning D: Society and Space</i>, vol. 21(4): 425-40.</p> <p data-bbox="427 724 1386 787">Rojas, James. 2010. "Latino Urbanism in Los Angeles" (pp. 36-45) in Jeffrey Hou's <i>Insurgent Public Space</i>. (This book is available as an ebook via the library).</p> <p data-bbox="427 816 1419 921">Douglas, Gordon. 2010. "Rail Transit Identification and Neighborhood Identity: Exploring the Potential for 'Community-Supportive Transit,'" <i>Journal of Urban Design</i>, vol. 15(2): 175-93.</p> <p data-bbox="427 951 1386 1083">Easter, Makeda. 2019. "Destination Crenshaw art project aims to reclaim the neighborhood for black L.A." <i>Los Angeles Times</i> online, 30 Jan. https://www.latimes.com/entertainment/arts/la-et-cm-destination-crenshaw-20190130-story.html</p> <p data-bbox="427 1110 1057 1140">Adaptive Re-Use and Retrofitting the Bay Area</p> <p data-bbox="427 1169 1409 1379">Dunham-Jones, Ellen & June Williamson. 2011. "2011 Update" (pp. xiii-xxii) and "Ch. 4: Retrofitting Social Life Along Commercial Strips" (pp. 59-94) (please also take a look at the case study that follows it on pp. 95-107) and "Ch. 11: Suburban Office and Industrial Park Retrofits" (pp. 203-218) all in their <i>Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs</i>. Hoboken: Wiley. (This book is available as an ebook via the library.)</p> <p data-bbox="427 1409 1365 1514">Fragner, Benjamin. 2012. "Adaptive Re-use" (pp. 110-17) in J. Douet, ed. <i>Industrial Heritage Re-Tooled: the TICCIH Guide to Industrial Heritage Conversation</i>. Lancaster: Carnegie. (This book is available as an ebook via the library.)</p> <p data-bbox="427 1543 1393 1675">Walker, Alissa. 2017. "Parking Garages are Getting a Second Life as Places for People." <i>Curbed</i>, online. https://www.curbed.com/2017/4/26/15421594/parking-garages-driverless-cars-gensler</p> <p data-bbox="427 1705 1354 1837">Sisson, Patrick. 2017. "How Google's Future Campus Could be a Game Changer for Silicon Valley" <i>Curbed</i> online. https://www.curbed.com/2017/12/5/16738120/google-san-jose-campus-silicon-valley</p>

No.	Date	Topic, Reading and Assignment
Reading response 4 due for in class discussion		
11	11/5	Informality, Do-it-Yourself Urban Design and Tactical Urbanism
<p>Douglas, Gordon CC. 2018. "Ch. Introduction" and "Ch. 2 Constructive Deviance" (pp. 1-44) in <i>The Help-Yourself City: Legitimacy and Inequality in DIY Urbanism</i>. Ebook via library.</p>		
<p>Finn, Donovan. 2015. "DIY Urbanism: Implications for Cities." <i>The Journal of Urbanism</i>, 7(4): pp. 381-98.</p>		
<p>Lydon, Mike & Street Plans Collaborative. 2012. <i>Tactical Urbanism Vol. 2</i>. Available from the authors on issuu at:</p>		
<p>https://issuu.com/streetplanscollaborative/docs/tactical_urbanism_vol_2_final</p>		
<p><i>View in class: SJSU Applied Anthropology Team Community Parking Matters</i> https://www.youtube.com/watch?v=M5FcP52SzM&t=9s</p>		
Essay on Design and Community Character due		
12	11/12	Mean Streets vs. Accessible Design
<p>Mike Davis. 2006 (1990). "Fortress L.A." (pp. 221-64) in his <i>City of Quartz</i>. (This book is available as an ebook via the library.)</p>		
<p>Dolores Hayden. 1980. "What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work." <i>Signs</i>, Vol. 5, No. 3, Supplement: Women and the American City, pp. S170-S187</p>		
<p>Ruth Butler & Sophia Bowlby. 1997. "Bodies and Spaces: And Exploration of Disabled People's Experiences in Public Space," <i>Environment and Planning D: Society and Space</i>, vol. 15, pp. 411-433. (Available on Canvas.)</p>		
<p>Clare Foran. 2013. "How to Design a City for Women," <i>CityLab</i> website. https://www.citylab.com/transportation/2013/09/how-design-city-women/6739</p>		
<p>Steve Wright & Heidi Johnson-Wright. 2016. "Design for Everybody" <i>American Planning Association</i> website: https://www.planning.org/planning/2016/mar/designforeverybody/</p>		
<p>Guest speaker: Melinda Wang, Callander Associates</p>		
Reading response 5 due for in class discussion		
13	11/19	Critiques of Contemporary Design
<p>James Russel. 2015. "Enough of Bogus Placemaking." Personal Blog. http://jamesrussell.net/enough-of-bogus-placemaking/</p>		

No.	Date	Topic, Reading and Assignment
		<p>Natalia Ilyin. 2018. "A Seattlite Reflects on the City in the Age of Amazon." <i>Common Edge</i>, online. https://commonedge.org/a-seattle-native-reflects-on-the-city-in-the-age-of-amazon/</p> <p>Gordon Douglas. 2019. "Privilege and Participation: On the Democratic Implications and Social Contradictions of Bottom-Up Urbanisms," pp. 305-321 in M. Arefi and C. Kickert, eds. <i>The Palgrave Handbook of Bottom-Up Urbanism</i>. London & New York: Palgrave Macmillan. (Available on Canvas.)</p> <p>Brentin Mock. 2019. "Why Detroit Residents Pushed Back Against Tree Planting." <i>Citylab</i>, online. https://www.citylab.com/environment/2019/01/detroit-tree-planting-programs-white-environmentalism-research/579937/</p> <p>Justin Phillips. 2019. "SF Parklet Proliferation Raises Concerns About Restaurants' Use of Public Space," <i>San Francisco Chronicle</i>, online. https://www.sfchronicle.com/food/article/SF-parklet-proliferation-raises-concerns-about-13635952.php?cmpid=gsa-sfgate-result</p> <p><i>*Essay on Design and Community Character due*</i></p>
14	11/26	<p>Online Class: Photoshop Tutorial and Design Ideas</p> <p><i>Before class starts, please make sure you are on a computer with Adobe Photoshop installed. Class will meet online via Zoom for a visual walk-through tutorial of Photoshop collage techniques and other strategies for creating simple but effective renderings of urban design ideas.</i></p> <p>Look through remaining chapters that seem relevant from Dunham-Jones, Ellen & June Williamson. 2011. <i>Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs</i> (available as an ebook via the library)</p> <p>Check out John King's wonderful 2015 piece, "Architectural Renderings Reveal Narrow Vision of the Future," <i>SFGate</i> website: https://www.sfgate.com/bayarea/article/Architectural-renderings-reveal-narrow-vision-of-6106932.php#photo-7587436</p> <p>Look at other project resources on Canvas</p>
15	12/3	<p>The Future Today: Climate Change, Informal Settlements, and Beyond</p> <p>Sue Grimmond. 2007. "Urbanization and Global Environmental Change: Local Effects of Urban Warming" (Opening Plenary of the 2006 RGS-IBG Annual Meeting). <i>The Geographical Journal</i>, vol. 173, no. 1 (pp. 83-88). https://rgs-ibg.onlinelibrary.wiley.com/doi/full/10.1111/j.1475-4959.2007.232.3.x</p> <p>Alex Bozikovic. 2017. "Urban Design in the Time of Climate Change: Making A Friend of Floods." <i>The Globe and Mail</i> online at https://www.theglobeandmail.com/life/home-and-garden/architecture/urban-design-in-the-time-of-climate-change-making-a-friend-offloods/article35601452/</p>

No.	Date	Topic, Reading and Assignment
		<p>Klinenberg, Eric. 2016. "Want to Survive Climate Change? You'll Need a Good Community." <i>Wired</i> online at https://www.wired.com/2016/10/klinenberg-transforming-communities-to-survive-climate-change/</p> <p>Winstead, Ed. 2017. "Climate Change as a Design Problem." <i>The New York Times</i> online at https://www.nytimes.com/2017/06/16/insider/climate-change-as-a-design-problem-architecture-rotterdam.html</p>
16	12/10	<p>Conclusions and Final Presentations</p> <p><i>*Neighborhood Design Proposal assignment due*</i></p>
Finals week	12/17	(no class unless needed)