

Anuradha Mukherji
Assistant Professor of Urban and Regional Planning
East Carolina University
Course Site: <http://mukherjia.edublogs.org/>
mukherjia@ecu.edu ♦ 252-328-5357

Fall 2011 – 3 Credit Hours
Room: Brewster D202
Time: Mon 2:00-4:30pm
Office Hours: Tue & Thurs 10:00 am -1:00 pm
Office Location: Brewster A-211

PLAN 4003: URBAN FORM AND DESIGN (THEORY, CONCEPTS, PRINCIPLES)

As the consequences of the economic meltdown and its impact on urban regions in the United States and on cities around the world unfolds around us, we are able to witness more acutely the difficult decisions that urban areas face with regard to their future development and growth. Yet, challenges around the direction and patterns of urban growth have long played out among communities, and it is within this context that urban design is often located. Urban design concepts and principles are tools that guide planners, architects, and designers to create urban living environments. At the same time, the debates, processes, and decisions over urban growth shape urban form as communities decide how, where, and in what form development will occur. In this regard, urban form and design is the spatial consequence and reflection of the social, economic, political, and environmental concerns that exist within communities.

This course will explore the current conversations around urban design by examining the theoretical and conceptual debates in the field, such as the debates between, and the experiences of, Suburban versus New Urbanism forms of urban growth models. Through lectures, discussions, readings, and video presentations, the course will focus on some of the significant themes in urban form and design, such as the historical roots of urban design, criticisms of modern planning and design, concepts of space and place, typology and morphology in urban design, and urban design practice. While doing so, the course will bring into the classroom, an international perspective through global examples of urban design, as a way to learn from and inform our own views on this subject. The course will conclude with a critical assessment of urban design practices in the United States.

COURSE OBJECTIVES

The purpose of this course is to craft a global and broad understanding of issues in urban design. We will investigate and debate topics such as:

- What is urban design and why is it relevant for urban planners?
- How has urban design been defined and pursued over time and with what results?
- What are some of the criticisms of modern planning and design?
- How do we understand the signature moments and movements in the history of urban design?
- What does it mean to create sustainable urban living environments in suburban American?
- What are the physical elements of urban design?
- How can we use urban design as a lens to examine the theoretical concepts of space and place?

The course will expose you to the history, theory, concepts, and practice of urban design in a variety of urban settings. At the end of this course, students will be able to independently assess and evaluate the dynamic processes that are associated with urban design, and have the critical analytical skills to pursue sustainable urban design solutions for urban growth and development as future planners and designers.

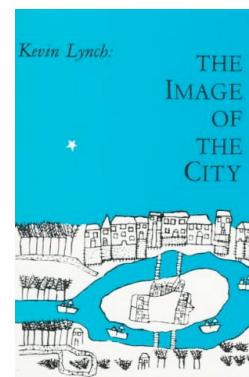
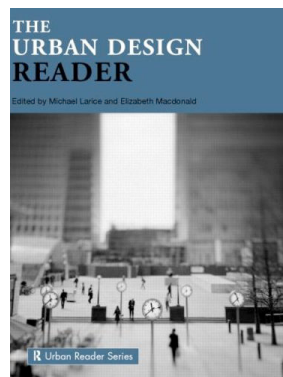
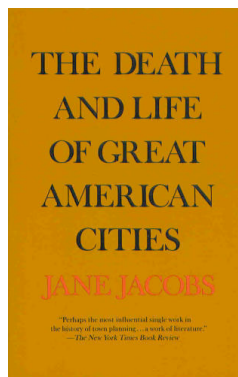
COURSE FORMAT AND REQUIREMENTS

This class is scheduled once a week for 2.5 hours and is organized around lectures, readings, video presentations, and written assignments, each of which complement and reinforce each other in meeting the course's learning objectives. Required readings establish the overall theme for each class and introduce key concepts, issues and/or arguments. Class lectures expand upon the readings, clarify key terms or issues, and present case study material to provide additional background. The online blog writing assignments provide the opportunity to deepen knowledge and understanding of key issues and concepts introduced in class readings and lectures.

REQUIRED TEXTS AND READINGS

There are three required texts for this course:

1. Jacobs, Jane. 1993. *The Death and Life of Great American Cities*. New York: The Modern Library. (Price: \$9.63)
2. Larice, M. & Macdonald, E. (Eds.). 2007. *The Urban Design Reader*. New York: Routledge. (Price: \$56.77)
3. Lynch, Kevin. 1960. *The Image of the City*. Cambridge, Massachusetts: The MIT Press. (Price: \$14.30)



Other course readings are based on book chapters, and are posted on Blackboard. Readings can be found under section titled 'Course Documents', organized according to weekly themes.

ATTENDANCE AND PARTICIPATION (10% OF FINAL GRADE)

You are expected to attend classes regularly, read all assigned materials, and come prepared to participate in the discussion of readings. Absences will be counted from the first class meeting after the student registers, and there will be no more than one excused absence, barring exceptional circumstances.

The in-class participation grade will be based on the your attendance record and your capacity to engage in weekly discussions and relevant questions seriously and constructively. The focus of class participation is on preparedness, quick thinking, and the capacity to engage with the discussion on hand. You are expected to explain any challenge you might have with a question/topic/issue.

ONLINE BLOG (40% OF FINAL GRADE)

The objective of this assignment is to allow students to reflect on the readings each week and post a response on their blog that expresses their own thoughts on the readings. The cumulative set of your blog posts will become an online journal that reflects your learning process in this course through the semester.

You will create your own free blog account on www.edublogs.org solely for PLAN 4003. Please use your *ECU ID for your Username*. Each week you will be asked to post a reading response between *300 to 500 words* in length on the blog. The blog will be publicly available and can be shared with your peers, friends, and family. It will be your responsibility to moderate feedback and comments on your blog. The online discussion on blogs should remain respectful at all times.

Your blog write-up should respond to the *question of the week* on the syllabus. You can post pictures, articles, and other links as part of your response. Make sure to give credit for material that is not your own. In your blog post response to the question, you can:

- Discuss the themes/issues/arguments that caught your attention
- Provide your own insight into the readings (not unsubstantiated opinion)
- Be specific and clear about your arguments and back it up with logical reason
- Illustrate your points with examples from current or previous readings from class or elsewhere

DO NOT WRITE a summary of the readings.

The deadline for posting your weekly response will be Sunday at 10:00pm.

Each online blog response will be given a letter grade. Your response will be evaluated based upon:

- Clarity of writing (succinct with no spelling errors)
- Ability to argue logically
- Articulation of your thoughts and insights (i.e. able to make a strong case/point through examples)

MID-TERM ESSAY – THE FUTURE OF THE CITY¹ (20% OF FINAL GRADE)

Readings from Weeks 1 through 7 describes the cities of the past and speculates on the cities of the future. This assignment builds on these readings and asks you to write an essay that specifically addresses the following topic:

Describe how the city of the future will be different from the cities of the past (3 Pages):

Compare and contrast the following:

- Pedestrian experience in public spaces
- The building forms
- Overall spatial distribution of the city (land use and service distribution)

This assignment is due prior to the beginning of class at 2:00pm on Monday, October 17, 2011 through the Blackboard. Your paper must not exceed 3 pages (double spaced, 11 point font, at least 1 inch margins, page numbers bottom right). Citations and illustrations are not included in the page limit. Papers

¹ This assignment has been inspired by Prof. Larissa Larsen's syllabus for the course *Theories of Urban Design* (UP519/ARCH 519/UD 719) as taught at the University of Michigan, Ann Arbor (Fall 2008), and is being used with her permission.

will be evaluated based upon the clarity of writing (succinct with no spelling errors), ability to present arguments logically, ability to make a strong case/point through examples.

The East Carolina University's University Writing Center is a wonderful resource. Staff at the University Writing Center can assist you to write a clear, concise paper (NOT to edit your paper).

FINAL PROJECT – URBAN DESIGN CARDS² (30% OF FINAL GRADE)

The objective of this assignment is to challenge you to synthesize material from this course and categorize it in a way that is meaningful to you.

A deck of cards has 52 individual cards divided into diamonds, spades, hearts, and clubs. The four suits are color-coded. Spades and clubs are black. Diamonds and hearts are red. Please use all the information that you cull from this class (lectures, discussions, readings, and video presentations) to create *52 Urban Design Cards*. Each card must measure 3 inch X 5 inch. Each card can be two-sided and may contain text and/or images. You must be selective as you won't be able to create a card for every topic. Be creative!

You must be able to *explain the logic of your categorization system in one – two pages*, and *present it to the class*. The creativity and logic of how you categorize pieces of information will constitute 20% of your project grade; the content of the cards (accuracy, synthesis) will be 60% of your project grade; and the care in the creation and composition of your urban design cards will constitute the final 20% of your project grade.

Sample projects from previous semester will be shown in class on Monday, Dec 5. Please use this assignment as an opportunity for creativity and critical thinking. The assignment is due at the beginning of class on Monday, December 12, 2011. There are no exceptions to this deadline.

COURSE POLICIES

Grading: Your final grade will be based on a combination of activities and assignments explained above. A total of 100 points is possible. Each point = 1% of grade. Grade breakdown and scale is given below.

Grade Breakdown

Activities	Percentage
Attendance and Class Participation	10%
Online Blog	40%
Mid-Term Essay – The Future of the City	20%
Final Project – Urban Design Cards	30%

² Ibid.

Grade Scale

Letter Grade	Points	Description	Elaboration
A	90-100	Excellent	Student work shows: integration of course readings, lectures, discussions, and video presentations; clear articulation of the thoughts of the writer; and are free of errors (written work). For students who go the extra mile.
B	80-89	Above average	Much better than just good. Very good quality of work in terms of thoroughness and presentation.
C	70-79	Average	Work is sufficient and acceptable. Could have done better.
D	60-69	Poor	Sub-par on all levels. Bare or minimal effort.
F	<60	Failure	

“A” students demonstrate a mastery of the material covered and provide insightful thought and reflection on assigned readings, papers, and class discussions. Grammatically correct writing is expected. “A” students are concise in their arguments, presentation formats, and writing, with an outstanding degree of organization. Numerous grammatical errors, misspellings, vagueness, unsubstantiated arguments, and conflicting language are likely to receive a “C” or lower grade. Students are not graded up or down based on their philosophy or personal/professional/political viewpoints. Students are encouraged to argue persuasively their views without fear that the instructor may or may not agree with them³.

Incomplete Grade: Incomplete grade is at the discretion of the instructor. This is possible when a student is otherwise passing but has not, due to circumstances beyond his/her control, completed all the work in the course.

Attendance: Your presence and participation is fundamental to meeting the objectives of this course. Absences will be counted from the first class meeting after the student registers, and there will be no more than one excused absence, barring exceptional circumstances. Students who register late or miss a class are expected to make up all missed assignments as determined by the instructor. This course will follow the Faculty Senate approved student attendance policy.

Late Works and Missed Assignments: Late work in general will not be tolerated. If you plan to miss a class, please post your online reading response within 24 hours of the missed class. Alternative arrangement can be made, but only with prior approval. Students are expected to keep track of assignment deadlines and grades. If you are missing a grade, please bring it to the attention of the instructor.

Academic Integrity: Academic integrity is a fundamental value of higher education. The ECU student handbook (http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm) outlines the student code of conduct and academic integrity policy and procedures. As an instructor, I will not tolerate *acts of cheating, plagiarism, falsification or attempts to cheat*. The copying of any work in whole or in part and/or quoting verbatim without citation is considered plagiarism and will not be tolerated. Students, whose work has been confirmed as plagiarized: a) will not receive any points for the plagiarized assignment, and/or b) in the case of more serious violation will be reported to the Office of Students Rights and Responsibilities and receive a Fail (F) grade for the entire course.

Inclement Weather and Emergencies: In the event of inclement weather or other emergency, information about the status of classes at ECU is available by calling the ECU emergency information hotline (252-328-0062) and on the ECU emergency alert website (<http://www.ecu.edu/alert>).

³ Weitz, Jerry. Syllabus for PLAN 4096, East Carolina University

Students with Disabilities: East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to Disability Support Services, located in Slay 138, to verify the disability before any accommodations can occur. The telephone number is 252-737-1016.

Class Conduct: It is important that we have a classroom atmosphere that optimizes teaching and learning, and we all share the responsibility for creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Behavior that disrupts the learning process may lead to disciplinary action and/or removal from class as specified in University policies.

Below are some of my PET PEEVES – these are common sense respectful behavior that I expect in class.

- Be on time to class. If you need to leave early, please do so without disrupting the rest of the class.
- Do not begin ‘end of class activities’-shuffling papers, putting away things-before class actually ends.
- Turn your cell phones and other audible devices off or put them on vibrate mode while in class. Do not answer phones or text during class.
- Use computers (if you have to) only for class-related activities. Believe me, instructors can tell when you are surfing the net. Computer use for non-class related activity is disrespectful and distracting.
- Read the syllabus closely to check for assignments deadlines and course information. Do not ask for information that is already on the syllabus. I am happy to clarify something you did not understand
- Do not sleep in class.

ECU Retention Policy

GPA Hours at ECU (identified in Transcript in Banner Self Service) plus transferred credit hours	“Old” Retention Requirement All courses taken at ECU	New Retention Requirements Effective with Fall 2011 grades All courses taken at ECU
1-29 semester hours	1.6 GPA	1.8
30-59 semester hours	1.8 GPA	1.9
60-74 semester hours	1.9 GPA	2.0
75 or more semester hours	2.0 GPA	2.0

Office Hours and Email Protocol: Office hours will be held in Brewster A-211 on Tuesdays and Thursdays from 10:00am to 1:00pm. Questions about the course, readings, and assignments can be addressed through email as well: mukherjia@ecu.edu. Please give 48 hours for a response. Refer to the course (PLAN 4003) in the subject line.

Final Note: This course syllabus is subject to change with reasonable notice. Changes will be communicated via e-mail and/or verbally in class.

COURSE THEMES AND READINGS

WEEK 1 (Sep 6, Tuesday- Make up class): Introductions & Syllabus

Video: *The City* (1939), by Ralph Steiner, Willard van Dyke, Angel Gil-Ordonez, Joseph Horowitz. Produced by: American Documentary Films, Inc., 31 Minutes

WEEK 2 (Sep 12, Monday): Key Concepts and Historical Precedents

Video: *City in a Garden: Parks and Plans* (1997). Produced by: Perspective Films, 30 Minutes

Question: What do you think of your role as a designer based on the Edmund Bacon article? What do you think about the social commentary on modern life in Marshall Berman's article?

Larice, Michael & Elizabeth Macdonald (Eds.) (2007) *The Urban Design Reader*. New York: Routledge

Bacon, Edmund, "Upsurge of the Renaissance", pp. 9-16

Berman, Marshall, "The Family of Eyes and The Mire of the Macadam", pp. 17-27

WEEK 3 (Sep 19, Monday): Public Parks in Urban Design

Video: *New York: A documentary film, The City and the World (1945-Present)*, PBS Series: *American Experience* (1999), by Ric Burns. Produced by: Steeplechase Films, 141 Minutes

Question: What are some of the similarities and/or divergences among planning approaches and ideas put forward by Olmsted, Sitte, and Lewis?

Larice, Michael & Elizabeth Macdonald (Eds.) (2007) *The Urban Design Reader*. New York: Routledge

Olmsted, Frederick Law, "Public Parks and the Enlargement of Towns", pp. 28-34

Sitte, Camillo, "The Meager and Unimaginative Character of Modern City Plans and Artistic Limitations of Modern City Planning", pp. 35-42

Mumford, Lewis, "The Garden City Idea and Modern Planning", pp. 43-53

Perry, Clarence, "The Neighborhood Unit", pp. 54-65

WEEK 4 (Sep 26, Monday): Debating The American City

Video: *New York: A documentary film, The City and the World (1945-Present)*, PBS Series: *American Experience* (1999), by Ric Burns. Produced by: Steeplechase Films, 141 Minutes

Question: How does Corbusier critique Camillo Sitte through his argument about *The Pack-Donkey's Way*, and how do Alexander & Jacobs critique Corbusier's modern planning ideas?

Larice, Michael & Elizabeth Macdonald (Eds.) (2007) *The Urban Design Reader*. New York: Routledge

Le Corbusier, "The Pack-Donkey's Way and Man's Way", pp. 66-75

Alexander, Christopher, "The Timeless Way", pp. 93-97

Jacobs, Allan B. and Donald Appleyard, "Toward an Urban Design Manifesto", pp. 98-108

WEEK 5 (Oct 3, Monday): Criticisms of Modern Planning and Design

Video: *New York: A documentary film, The City and the World (1945-Present)*, PBS Series: *American Experience* (1999), by Ric Burns. Produced by: Steeplechase Films, 141 Minutes

Question: How is Jane Jacob's critique of modern planning relevant/applicable today?

Jacobs, Jane. (1993) *The Death and Life of Great American Cities*. New York: The Modern Library, Read Pages: 3-140

WEEK 6 (Oct 10, Monday): Fall Break – No Class

WEEK 7 (Oct 17, Monday): Image of the City

Video: *Back From the Brink: Saving America's Cities by Design* (1996), by Kevin E. Fry. Produced by: GVI, Washington, DC, 56 Minutes

Question: No question, open response.

Lynch, Kevin. (1960) *The Image of the City*. Cambridge, Massachusetts: The MIT Press, Read Pages: 1-120

WEEK 8 (Oct 24, Monday): Typology and Morphology

**MID-TERM ESSAY DUE: "The Future of The City"
(No Response This Week)**

Video: *Adaptive Reuse in the Netherlands* (2007), by Tad Fettig. Produced for PBS - E² Series (Design, Season 2, Episode 5) by: Kontent Real LLC, 25 Minutes

Larice, Michael & Elizabeth Macdonald (Eds.) (2007) *The Urban Design Reader*. New York: Routledge

Krier, Leon, "Critiques and Urban Components", pp. 231-250

Vidler, Anthony Vidler, "The Third Typology", pp. 251-255

Moudon, Anne Vernez, "Getting to Know the Built Landscape: Typomorphology", pp. 256-281

WEEK 9 (Oct 31, Monday): Concepts of Space and Place

Video: *A Garden in Cairo* (2008), by Tad Fettig. Produced for PBS - E² Series (Design, Season 3, Episode 1) by: Kontent Real LLC, 25 Minutes

Question: What are some of the common and/or key themes among Relph, Norberg-Schulz, and Oldenburg in their approach to the concepts of space and place?

Larice, Michael & Elizabeth Macdonald (Eds.) (2007) *The Urban Design Reader*. New York: Routledge

Relph, Edward, "Prospects for Places", pp. 119-124

Norberg-Schulz, Christian, "The Phenomenon of Place", pp. 125-137

Oldenburg, Ray, "The Problem of Place in America", pp. 138-148

WEEK 10 (Nov 7, Monday): Dimensions of Place Making

Video: *Seoul: The Stream of Consciousness* (2008), by Tad Fettig. Produced for PBS - E² Series (Design, Season 2, Episode 5) by: Kontent Real LLC, 25 Minutes

Question: How is 'place' different from 'space'? Do you think 'place' making is an important aspect of urban design in American cities? Why or why not?

Alexander, Christopher, Sara Ishikawa, and Murray Silverstein. (1977) *A Pattern Language: Towns-Buildings-Construction*. New York: Oxford University Press

"A Pattern Language", pp. ix-xvii

Section 14: "Identifiable Neighborhoods", pp. 80-85

Section 15: "Neighborhood Boundary", pp. 86-90

Section 60: "Accessible Green", pp. 304-309

Section 61: "Small Public Squares", pp. 310-314

Section 120: "Paths and Goals", pp. 585-588

Section 204: "Secret Place", pp. 930-931

Larice, Michael & Elizabeth Macdonald (Eds.) (2007) *The Urban Design Reader*. New York: Routledge

Hough, Michael, "Principles for Regional Design", pp. 174-182

Hayden, Dolores, "Place Memory and Urban Preservation", pp. 194-203

WEEK 11 (Nov 14, Monday): New Urbanism and the Sustainable City

Video: *Melbourne Reborn* (2008), by Tad Fettig. Produced for PBS - E² Series (Design, Season 2, Episode 5) by: Kontent Real LLC, 25 Minutes

Question: Is New Urbanism the answer to achieving dense, compact, sustainable cities? Why or Why not?

Larice, Michael & Elizabeth Macdonald (Eds.) (2007) *The Urban Design Reader*. New York: Routledge

Gilham, Oliver, "What is Sprawl?", pp. 287-307

Congress for the New Urbanism, "Charter of the New Urbanism", pp. 308-311

Lozano, Eduardo, "Density in Communities, or the Most Important Factor in Building Urbanity", pp. 312-327

Frey, Hildebrand, "Compact, Decentralized or What? The Sustainable City Debate", pp. 328-343

WEEK 12 (Nov 21, Monday): Elements of Urban Design – Public Space

Video: *The Social Life of Small Urban Spaces* (1990), by William H. Whyte. Produced by: The Municipal Art Society of New York, 58 Minutes

Question: What are some of the similarities and/or divergences among Whyte, Gehl, Marcus, and Hester ideas regarding human behavior in public spaces?

Larice, Michael & Elizabeth Macdonald (Eds.) (2007) *The Urban Design Reader*. New York: Routledge

Whyte, William H., "Introduction, The Life of Plazas, Sitting Space, and Sun, Wind, Trees, and Water", pp. 348-363

Gehl, Jan, "Three Types of Outdoor Activities and Life Between Buildings", pp. 364-370

Marcus, Clare Cooper and Carolyn Francis, "Urban Plazas", pp. 371-375

Hester, Randolph, "Neighborhood Space", pp. 376-386

WEEK 13 (Nov 28, Monday): Elements of Urban Design – Streets

Video: *Portland: A Sense of Place* (2008), by Tad Fettig. Produced for PBS - E² Series (Design, Season 2, Episode 3) by: Kontent Real LLC, 25 Minutes

Question: According to Jacobs, Sucher, and Cervero, how should we understand the relationship between cities, people, and transportation?

Larice, Michael & Elizabeth Macdonald (Eds.) (2007) *The Urban Design Reader*. New York: Routledge

Jacobs, Allan B., "Conclusion: Great Streets and City Planning", pp. 387-390

Sucher, David, "Getting Around", pp. 391-404

Metro Portland, "Green Streets", pp. 405-424

Cervero, Robert, "Drawing Lessons and Debunking Myths", pp. 425-434

WEEK 14 (Dec 5, Monday): Field Trip with Mr. Merrill Flood, Director of Community Development, City of Greenville

WEEK 15 (Dec 12, Monday @ 2:00pm): FINAL PROJECT PRESENTATIONS