



Sustainable Urban Design and Site Planning

Preamble

The goal of this lecture class is to acquire a solid understanding of the importance of sustainable urban strategies and site planning for the future development of any urban and built environment. Basis of the class is a comprehensive lecture series that covers the topic of urban development in the U.S., Asia, and Europe, analyzing historic and recent developments and trends in city growth, both on the global and regional level, all the way down to the Wasatch Front.

Pedagogical Objectives

Main educational value of this lecture class is to serve as a source for urban and site design inspiration and to provide participants with a theoretical framework and tools to represent a continually expanding repertoire of sustainable urban design and site planning strategies.

Topics

After a brief introduction to the history of urban and site design, and a critical reflection on global urban growth as one of the most challenging aspect in urban and architectural planning and design processes, participants learn about strategies that include all aspects of site-specifics and necessary densification of the urban and built environment. To be successful and provide livable settings for future generations, architects, city planners, urban designers, politicians and others have to provide spatial and social quality for the city's inhabitants, in order to draw people from the outskirts of the city with its suburban development, back to the heart of the downtown districts. Simultaneously, the lecture series will present and discuss new opportunities of public transportation vs. motorized individual traffic, which is another key issue in any future development and has an important influence all the way to the building scale.

Using John Lund Kriken's book: "*City Building - Nine Planning Principles for the Twenty-First Century*" as a guideline, the lecture series will cover aspects of sustainability, accessibility, diversity, open space, compatibility, density, identity, and more, to make clear how important a successful context and site consideration is to create human-based, livable and successful architecture and urban design at all scales. The intention of the class is to understand the complexity of the whole by discussing some of the different patterns, their history, development, characteristics, and needs. There are not legitimate or illegitimate urban and site design strategies, but rather one location with many different morphologies, which requires multiple approaches.

The field excursions will link the theoretical lecture content with a more pragmatic approach to urban and site planning and architecture in its context. Based on the global knowledge that is acquired through the lectures, participants have to research, document, and analyze specific locations in the vicinity of Salt Lake and Park City. This deepens

Fall Semester 2012

Lectures:

10:45am – 12:05pm Tuesdays

10:45am – 12:05pm Thursdays

Selected Site Visits:

Saturday mornings between 8:00 am and 1:00pm

Locations to be announced

AAC 127 / different urban locations

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Seminar website:
www.arch.utah.edu/ruegemer/

the participant's understanding of the important influence of the urban context onto any site decision being made regarding the built environment and architecture and vice versa.

Studio Organization and Conduct

To be creative and successful in the class process, this class requires a consistent, disciplined exploration and development of ideas. Class and field trip attendance is required for all participating students, which includes all activities that are in context with the class and/or assigned by the instructor. You are expected to prepare for each class by reading assigned readings, thus showing up prepared to class. It is expected that you will work self-directed in completing your course requirements on time. The class also includes up to three exams.

Due to the lecture format of the class, the use of laptop/tablet computers, smart and cell phones during class sessions is not appreciated.

Consult the seminar website frequently, as it will be updated throughout the semester for information, assignments, materials, etc.:

<http://www.arch.utah.edu/ruegemer/>

Requirements and Assignments

1. Required Reading

You are expected to prepare for each session by reading the assigned reading, thus showing up prepared to discuss the topic in class. The classroom book is: *City Building - Nine Planning Principles for the Twenty-First Century* written by John Lund Kriken with Philip Enquist and Richard Rapaport in 2010. It is available at the University's bookstore or online at Amazon.com and others.

2. Site Visits

Site visits are an integral part of the class program and therefore mandatory for everyone. Due to time constraints during class time on Tuesday and Thursday we will have several Saturday morning field trips, which gives us about 3 hours time to explore things in necessary detail. Wherever possible, we will use public transportation and TRAX for our site excursions. Consider the use of bicycles for downtown locations and places that are close to the University.

3. Student Housing Essay - Individual

Describe your experiences and critical comments on the Students Honor Housing visit in a short essay (1-2 pages of text plus a few images of key items that you identify on the project). Please use the provided Word template on the class website to format your work. Hand in a hardcopy and an electronic file of your word.docx; also provide an additional PDF file of your work (print to PDF). Name the files as follows: First_Name_uNID.docx / First_Name_uNID.pdf. On the printed copy, also have your name and uNID. The material needs to be handed in to the TA at the beginning of the class on Tuesday, September 11.

4. Walking Tour Presentation - Assigned Group of Students

For each Saturday walking tour three to four groups of a maximum of four students will pick one topic/one location/one building and prepare a 10-min presentation and discussion for the field. The presentation should be set into context with the class lectures, analyzing, interpreting and critically questioning the content of our classroom theory and discussions. Make sure to coordinate your contribution with the TA, since she will organize the specific locations. The presentation shall include background information on the topic/location/building, current functions, space, site specifics, issues, challenges, aesthetic aspects, and more.

Note: *The instructor reserves the right to implement changes of this program as required. Assignment and project information and deadlines will be provided as the term progresses.*

5. Research Essay - assigned group of students

The class following the field trip you shall hand in an essay on the subject matter you presented on the excursion, which must be written clearly and original. The essay puts the theoretical class content into context with the site visit, your site visit findings, and the class discussions. It also includes a documentation of the visited location in images and words. Please use the provided Word template on the class website to format your work. Hand in a hardcopy and an electronic file of your word.docx; also provide an additional PDF file of your work (print to PDF). Name the files as follows: YYMMDD_Location_Topic.docx / YYMMDD_Location_Topic.pdf. On the printed copy, have the names and uNIDs of those in the group. The material needs to be handed in to the TA at the beginning of each class.

Grading

Final Grades will be based on the following percentage of credit:

Class attendance, preparation, presentations and participation	15%
Field trip preparation and summary:	25%
Quizzes and exams	60%

Students will be evaluated upon performance in their presentations, class participation, field trip preparation, and the quizzes and exams. While a satisfactory grade in the seminar may be attained by the completion of all work required to the satisfaction of the professor, individual initiative and investigation of research issues that extend beyond the basic requirements are strongly encouraged. Generally, grading will follow rigorous standards; following is a general definition for grades:

Extraordinary Work [A-, A]: Addressing and expanding upon the issues presented in the assignments, and discovering/ proposing issues which are reciprocal, similar, and coincidental to the assignment, demonstrating the ability to achieve and excel independently in the development of seminar work.

Notable Work [B, B+]: Addressing and expanding upon the issues presented in the assignments, and demonstrating not only understanding but also achievement in directing the investigations and development in class work at the graduate level.

Competent (Average) Work [C+, B-]: Addressing all of the issues presented in the assignment and demonstrating an understanding of these issues at the undergraduate/graduate (3+) level.

Marginal Work [E, D, C]: Exhibiting difficulty in demonstrating through the work / discussion recognition and understanding of the issues and concepts presented in the assignments.

Fall 2012 Class Schedule

	Tuesday 10:45 - 12:05	Thursday 10:45 - 12:05	Saturday time/location TBD
Week 01 Aug. 19-25	Class Introduction General info, class structure 01. Introductory Lecture	Lecture 02. Precedences I - Commercial	9:00 - 12:00: Downtown Walking Tour I (use TRAX)
Week 02 Aug. 26 - Sep. 01	Lecture 03. Precedences II - Residential	Student Housing Tour J. Batty - TBD	
Week 03 Sep. 02 - 08	Student Housing Tour J. Batty - TBD	Student Housing Tour J. Batty - TBD	
Week 04 Sep. 09 - 15	Lecture <i>Reading: Sitte, Kriken pp. 1-24</i> 04. Intro to City Design	Lecture 05. Missing Elements	Friday, September 14: Annual AIA Utah Conference, Provo, UT
Week 05 Sep. 16 - 22	Lecture 06. Role of Design 01	Lecture 07. Role of Design 02	
Week 06 Sep. 23 - 29	Lecture 08. UofU Master Plan	Lecture 09. Principle 01 <i>Reading: Principle 1, pp. 26-55</i>	9:00 - 12:00: Downtown Walking Tour II (use TRAX)
Week 07 Sep. 30 - Oct. 06	Exam 01	No class	Friday, October 5: Salt Lake Sustainable Building Conference, Downtown
Week 08 Oct. 07 - 13	Fall Break	Fall Break	Fall Break
Week 09 Oct. 14 - 20	Lecture 09. Principle 02 <i>Reading: Principle 2, pp. 56-87</i>	Lecture 10. Dong Ying	
Week 10 Oct. 21 - 27	Lecture 11. Principle 3-I <i>Reading: Principle 3, pp. 88-111</i>	Lecture 12. Principle 3-II, Snow Creek <i>Reading: Principle 3, pp. 88-111</i>	10:00 - 01:00: Park City / Swaner Eco Center
Week 11 Oct. 28 - Nov. 03	Lecture 14. Principle 4 <i>Reading: Principle 4, pp. 112-133</i>	Exam 02	
Week 12 Nov. 04 - 10	Lecture 15. Principle 5 <i>Reading: Principle 5, pp. 134-151</i>	No class	9:00 - 12:00: City Creek Shopping Mall
Week 13 Nov. 11 - 17	Lecture 16. Principle 6+7 <i>Reading: Principle 6, pp. 152-167</i>	No class	
Week 14 Nov. 18 - 24	Lecture James Alfandre 17. The Granay District	Thanksgiving Break	
Week 15 Nov. 25 - Dec. 01	Recap for Test	No class	
Week 16 Dec. 02 - 08	Movie: Urbanized	Final Exam	

Note: The instructor reserves the right to implement changes of this program as required. Assignment and project information and deadlines will be provided as the term progresses.

Class Standards

Attendance and class participation is required at all class meetings (see Course Schedule). Four (4) unexcused absences automatically result in a failing grade for the course. Every unexcused absence is 20% off of the attendance and participation grade. An acceptable excused absence is defined by the student having missed class due to extraordinary circumstances beyond his or her control and must be accompanied by written proof. In the event that you miss a class, you are responsible for all material covered. No late work will be accepted. Being unexcused absent at a field trip/location visit or failing in handing in the required material in digital format will result in a failing grade. If you have any questions you may contact your teaching assistant or professor in person or through e-mail or phone.

Medical/Personal Problems

Students with medical problems or family emergencies, which will keep them from the seminar or cause a work presentation to be submitted late are expected to notify their faculty as soon as possible, and preferably before the work is due. Verification of illness or family emergencies may be required (i.e., physician's statement, obituary, etc.).

Instructor's Absence

Faculty members are involved in a variety of activities in addition to their teaching: research, scholarship, professional practice, university and professional service, and other university related activities that may cause them to be absent from school from time to time during the semester. Every effort will be made to inform students ahead of time about expected absences from studio and seminar, and to make up any time missed by the faculty member.

Accommodations

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Communication

E-mail is an official means of notification and communication for the University, the College, and this course. During our first meeting, you will be asked to send an email with your current email address and phone number to the TA's email address: ruegemer@arch.utah.edu

Please make sure you regularly check your account. This will ensure you receive all information concerning the conduct, meetings, and assignments for this class. Faculty will be using both the college-based address system and the university course list server to send you important mail. Course material and information will be available through the studio's website:

<http://faculty.arch.utah.edu/ruegemer/>

Student Work

The College of Architecture + Planning reserves the right to retain any and all student work for the purpose of record, exhibition and instruction. All students are encouraged to photograph and/or copy all work for personal records prior to submittal to instructor.

List of Readings

1. Required class reading:

John Lund Kriken with Philip Enquist and Richard Rapaport 2010:
City Building - Nine Planning Principles for the Twenty-First Century

Available at the University's book store

2. Recommended additional reading:

LeGates, Richard: *How to study cities*

adapted from: Urban Studies 2001, International Encyclopedia of Social and Behavioural Science

Engels, Friedrich 1845: *The Great Towns*

from: The Condition of the Working Class in England in 1844

Howard, Ebenezer 1898: *Author's Introduction; The Town-Country Magnet*

from: Garden Cities of To-morrow

Le Corbusier 1929: *A Contemporary City*

from: The City of Tomorrow and its Planning

Frank Lloyd Wright 1935: *Broadacre City: A new Community Plan*

from: Architectural Record 1935

Sitte, Camillo 1889: *Author's Introduction; The Relationship between Buildings, Monuments, and Public Spaces; The Enclosed Character of the Public Square*

from: The Art of Building Cities

Jackson, Kenneth T., 1985: *The Drive-in Culture of Contemporary America*

from: The Crabgrass Frontier: The Suburbanization of the United States

Fishman, Robert, 1987: *Beyond Suburbia: The Rise of the Technoburb*

from: Bourgeois Utopias: The Rise and Fall of Suburbia

Brooks, David, 2004: *Our Sprawling Supersize Utopia*

from: New York Times, April 4, 2004

Madanipour, A., 1998: *Social Exclusion and Space*

from: Ali Mandanipour, Goran Cars, and Judith Allen (eds): Social Exclusion in European Cities: Processes, Experiences, and Responses

Wilson, James Q., Kelling, George L. 1982: *Broken Windows*

from: Atlantic Monthly

Beatley, T. 2000: *Green Urbanism and the Lessons of European Cities: 'The Vision of Green Urbanism' and 'Creating Green and Sustainable Cities in the United States: Lessons from Europe'*

from: Green Urbanism: Learning from European Cities

Wheeler, S., 1998: *Planning Sustainable and Livable Cities*

u, 1993: *European Cities, the Informal Society, and the Global Economy*

from: Journal of Economic and Social Geography

Many of those articles / excerpts are available in:

LeGates, R.T., Stout, Frederic, 2003: *The City Reader*

3rd Edition 2003.