

Cleveland State University
Spring Semester, 2013
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies

UST 608: Urban Design Seminar

Instructor: Dr. Stephanie Ryberg-Webster, Ph.D.
Class Time: Every other Saturday, 9am – 5pm (beginning January 12th)
Room: UR 253
Email (preferred method of contact): s.ryberg@csuohio.edu
Office telephone: (216) 802-3386
Office: UR 222
Office Hours: Monday, 2-4pm and by appointment

Course Description

This course explores fundamental theories and concepts central to the practice of urban design. The class focuses on the physical environment and the design of built forms at the site, neighborhood and city scale. Throughout the semester, we will discuss the political, social and economic issues that influence design decision-making, explore and observe the design of various urban landscapes, and develop a critical perspective on the qualities and conditions of the urban environment.

Course Objectives

This course provides students with conceptual, practical and technical knowledge. At the end of the semester, students will have:

- Broad familiarity with the practice of urban design,
- The ability to understand and interpret the urban built environment,
- Introductory knowledge of key design tools,
- Experience with the design process, and
- Improved analytic, graphic, and presentation skills.

Course Format and Requirements

The class includes a mix of lectures, discussions, in-class exercises, documentary films, guest speakers, and student presentations. To receive maximum credit for assignments, you must address all of the requirements and submit work on-time. Due dates are listed with the assignment descriptions below and on the Weekly Agenda. Late work will be penalized ½ of a letter grade for every day late (i.e. a project worthy of a B+, but turned in one day late, will receive a B).

This course uses CSU's Blackboard system to disseminate information, including readings not included in the textbook. Contact the University Help Desk (216-687-5050) or the Center for E-Learning (<http://www.csuohio.edu/elearning/>) for issues with Blackboard.

Grades

The grading scale for this course is:

A	94-100	B	83-86	C	70-76
A-	90-93	B-	80-82	D	60-69
B+	87-89	C+	77-79	F	≤ 59

- I The “I” grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An “I” grade can be assigned by the instructor when all three of the following conditions are met:
1. Student is regularly attending/participating in the class and has the potential to pass the course;
 2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
 3. Student has notified the instructor prior to the end of the grading period.
- X Assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An “X” automatically becomes an F if not resolved by the last day of instruction of the following semester. An “X” also will be reassigned by the University Registrar when no grade is submitted by an instructor.

Assignment	Points
Site Selection	5
Typology and Morphology (presentation)	5
Typology and Morphology (document)	10
Lynch Analysis (presentation)	5
Lynch Analysis (document)	10
Environmental Design (presentation)	5
Environmental Design (document)	10
Design Project (presentation)	10
Design Project (document)	25
Sketchbook	10
Class Participation	5
Total	100

Required Text and Readings

All readings listed in the Weekly Agenda are **required**. The course has two required texts, **Kevin Lynch, *Image of the City* (Cambridge, MA: MIT Press)** and **Douglas Farr, *Sustainable Urbanism: Urban Design with Nature* (Hoboken: John Wiley and Sons, Inc.)**, available at the CSU Bookstore. All additional readings are on Blackboard.

Required Supplies

- Sketchbook (between 5x7 and 8x10), with plain (unlined, ungraphed) paper
- Pencils
- Tracing paper (either a roll or a pad of sheets is fine)
- Sharpie markers (Black ultra fine and fine required, various colors recommended)
- Straightedge (I recommend a metal ruler with cork backing, which prevents sliding)
- Digital camera (the camera on your phone is okay **only if** the picture quality is high)
- Removable tape
- Colored pencils

Plagiarism

No act of plagiarism will be tolerated. **Plagiarism will result in the student receiving a failing grade for the assignment.** Plagiarism on your design project will constitute a major infraction and will result in a failing grade for the class. I have the ability to use Turn It In, an on-line program that checks for plagiarism. CSU's penalties for plagiarism are outlined in the Student Handbook, Academic Regulations, Policy on Academic Misconduct:

<http://www.csuohio.edu/studentlife/conduct/acadegres.html>. Citations are key to avoiding charges of plagiarism. When you quote, or state word-for-word what an author has said, put the statement in quotation marks and document the source with an in-text citation. Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of an author's words or ideas. When paraphrasing, you should maintain the intent of the original passage and/or synthesize the ideas of multiple authors. All paraphrased information must be cited with an in-text citation. Additionally, include an appropriately formatted bibliography at the end of your paper. A paper with a bibliography, but no in-text citations is plagiarized. If you would like additional information regarding plagiarism, see the CSU Writing Center: <http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html>.

Writing Assistance

Students are encouraged to visit CSU's Writing Center for writing assistance. Call (216)-687-6981 for appointments (Rhodes Tower 124). The Writing Center also provides on-line help; see <http://www.csuohio.edu/academic/writingcenter/index.html> for more information and guidelines.

Disability Statement

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)-687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

University Deadlines

- The deadline for dropping the class is January 25, 2013
- The last day to withdraw from the class is March 29, 2013

COURSE SCHEDULE

Date	Topic	Readings	Assignment Due	Other Activities
Jan. 12	Course Introduction	-----	-----	<i>Urbanized</i>
	Livability & Urban Design Approaches			
	Introduction to Urban Design Graphics			
Jan. 26	Design Projects Creating Base Maps	<ol style="list-style-type: none"> 1. Farr – Part I: The Case for Sustainable Urbanism 2. Jacobs – Author’s Introduction & The Uses of Sidewalks: Contact 3. Jacobs & Appleyard – Toward an Urban Design Manifesto 4. CNU – Charter of the New Urbanism 5. Moudon – Getting to Know the Built Landscape: Typomorphology 	Project site selection (email to Dr. Ryberg by Monday, Jan. 21) (5%)	In-class working session (creating a contextual and site base map)
	Creating Base Maps (cont) Typology / Morphology			
Feb. 9	Typology / Morphology Presentations	<ol style="list-style-type: none"> 1. Lynch – Ch. 1: The Image of the Environment 2. Lynch – Ch. 3: The City Image and Its Elements 3. Lynch – Ch. 4: City Form 4. Bechtel and Zeisel – Observation (pp. 11-25) 5. Bechtel – Cognitive Maps (pp. 94-96) 	Typology / Morphology (10%)	Typology / Morphology presentations (5%) In-class working session (Lynch Analysis) and pin-up presentation (5%)
	Lynch Analysis Environmental Design			

COURSE SCHEDULE

Date	Topic	Readings	Assignment Due	Other Activities
Feb. 23	Environmental Design Presentations	1. Barnett – Ch. 3: Mobility	Lynch Analysis (10%) Environmental Design (10%)	Environmental Design presentations (5%) <i>Portland: Quest for the Livable City</i>
	Mobility, Equity, Sustainability, Density	2. Barnett – Ch. 4: Equity 3. Farr – Ch. 5: Increasing Sustainability through Density 4. Farr – Ch. 8: Biophilia 5. Farr – Ch. 9: High Performance Buildings and Infrastructure		
Mar. 9	Neighborhoods & Corridors	1. Farr – Ch. 6: Sustainable Corridors	-----	Final project roundtable Field trip: Gordon Square / Detroit Shoreway
	Neighborhoods & Corridors	2. Farr – Ch. 7: Sustainable Neighborhoods		
Mar. 23	The Public Realm	1. Gehl – Three Types of Outdoor Activities & Life Between Buildings	-----	<i>The Social Life of Small Urban Spaces</i> Field trip: Downtown Cleveland Final project roundtable
	Implementation	2. Lofland – Ch. 1: Toward a Geography and History of the Public Realm 3. Lofland – Ch. 8: Uses of the Public Realm 4. Farr – Part 2: Implementing Sustainable Urbanism 5. Pittsburgh Urban Design Guidelines 6. Miami21 Form-Based Code (on-line) 7. City of Portland, Design Overlay Zone		

COURSE SCHEDULE

Date	Topic	Readings	Assignment Due	Other Activities
Apr. 6	Urban Design in the 21 st Century	1. Farr – Lessons Learned from Sustainable Urbanism 2. CUDC – Reimagining Cleveland	-----	Walking tour: University Circle Final project desk critiques
Apr. 20	Final Presentations	-----	Sketchbook (10%)	Student presentations (10%)
Apr. 29	Final Project Document (25%). Due to Dr. Ryberg-Webster's office (UR 222) or mailbox (UR 105) by 6:00pm			

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Project Site Selection (5%)

Due: January 21st (email to Dr. Ryberg-Webster) and **January 26th** (in-class presentation)

For this assignment, you must propose a project site that will be the focus of your semester-long design project. During the first half of the semester, you will complete a series of analytical assignments for the site (typology / morphology, Lynch analysis, and environmental design). You will dedicate the second half of the semester to developing a design solution for the site. Since you will be working with the same site all semester, be sure to pick something you can live with! While everyone's site will be different, be sure to pick something manageable. Common projects focus on a few blocks along a commercial corridor, an area of vacant land, a small park, etc. If your scope is too big or too small, I will let you know during the Q&A following your presentation.

This assignment has two parts. First, you must email me a **one-page site selection proposal** by **Monday, January 21st**. In the proposal, clearly state your site's location, boundaries and why there is a need for a design intervention. Do not propose a solution (that will come later), but rather state what the problem is (i.e. vacant land, deteriorated conditions, etc.).

Second, you will **present your site** to the class on **January 26th**. Your presentation must include:

1. An aerial photograph (downloaded from Google Earth) placing your site within the context of greater Cleveland,
2. A detailed aerial (also from Google Earth) showing your site's boundaries (use the drawing tools in PowerPoint)
3. A few pictures to give us the general essence of the place (no more than 5)

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Typology and Morphology Presentation (5%) and Document (10%)

Due: February 9

For this assignment, you will analyze the typology and morphology of your project site and its surrounding context. You must use a combination of aerial photography, observations and digital photography to complete the assignment. For this assignment, you must focus on your site and its context. You will use the area included in your “contextual base map” (derived in-class on January 26th).

You will do a 10 minute (maximum) presentation of your typology and morphology study using PowerPoint during class on February 9th. You will also turn in a brief (three to four page) write-up explaining the history, typology, and urban pattern. For the document, you must prepare a professional quality submission that incorporates text and graphics. You do not need to follow traditional academic paper formatting.

You will be graded on the thoroughness of your observations, the clarity of your graphics, the quality of your writing, the professionalism of your write-up and presentation, and your ability to analyze (not just describe) your data.

The assignment has three required components:

1. A brief history of your site (with historical maps and/or photographs, if available),
2. A typology of the built environment (based on your own classification system), and
3. An urban pattern analysis (morphology), which includes:
 - a. A building figure-ground diagram
 - b. A block figure-ground diagram

For the typology, you must observe your site and its context to develop a classification system for elements of the built environment (i.e. buildings, landscape features, infrastructure features, signage, lighting, etc.). The elements included will vary project-to-project. In your presentation and document, you should explain the categories, illustrate your classification system using digital photographs, and develop a corresponding map/diagram.

For the urban pattern analysis, you can either draw the figure ground diagrams by hand (using tracing paper, a straight edge, and sharpie markers) or you can generate the diagrams digitally. Either way, you must present them on PowerPoint and embed them in your document.

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Lynch Analysis Pin-Up (5%) and Document (10%)
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**Map preparation and pin-up: February 9th
Document due: February 23rd**

For this assignment, you will analyze your site and its context following the concepts set forth by Kevin Lynch in *Image of the City*. You will also observe your site and map unique features that help define the built environment. For this assignment, you must focus on your site and its context. You will use the area included in your “contextual base map” (derived in-class on January 26th).

On February 23rd, you will turn in a brief (three to four page) write-up explaining your Lynch and unique features analysis. For the document, you must prepare a professional quality submission that incorporates text and graphics. You do not need to follow traditional academic paper formatting. The final Lynch and unique features maps can be hand-drawn or created digitally. If you hand-draw the maps, you must scan them and embed them into your document.

You will be graded on the thoroughness of your observations, the clarity of your graphics, the quality of your writing, the professionalism of your write-up and presentation, and your ability to analyze (not just describe) your data.

The assignment has two graphic components:

1. A Lynch analysis map, and
2. A unique features map.

For the Lynch analysis, you will identify and map and classify (major, moderate, minor) the nodes, paths, districts, landmarks, and edges of your site and its surrounding context. We will spend time in class on February 9th making your Lynch maps. Therefore, you must come to class well versed (via the reading) on the Lynch concepts. After working on the maps in class, you will pin them up on the wall (this is a common critique format in the design world) and present your analysis.

For the unique features map, you will observe your site and its context to identify features that help define the built environment. You must create a map of the unique features (see Lynch, *Image of the City* for examples) and include corresponding photographs. This map will be created outside of class time.

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Environmental Design Presentation (5%) and Document (10%)
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Due: February 23

For this assignment, you must analyze your site using two key methods of environmental design: behavioral observation and cognitive mapping. You will do a 10-minute PowerPoint presentation of your environmental design analysis on February 23rd. You will also turn in a brief (three to four page) write-up describing and analyzing the data you have collected. For the document, you must prepare a professional quality submission that incorporates text and graphics. You do not need to follow traditional academic paper formatting.

You will be graded on the thoroughness of your observations, the clarity of your graphics, the quality of your writing, the professionalism of your write-up and presentation, and your ability to analyze (not just describe) your data.

Behavioral Observation

Observe human use of your site for twenty minutes during at least two different days and times (i.e. a weekday afternoon and a weekend evening). Keep track of the conditions during which your observation takes place (date, time, weather). Record your observations. This will vary from site-to-site, but generally includes such things as:

- Number, location and direction of people walking
- Number and location of people sitting
- Use of space by various demographic categories (i.e. seniors, children, women/men)
- Use of space by people alone or in groups

Use the data to analyze how people use your site during the time observed. You can present your findings graphically (map) or in a table.

Cognitive Mapping

Solicit at least 10 people to draw a mental map of your site (and its context). Using these mental maps, create a compilation map. You can ask anyone to draw the mental maps, although they should be at least somewhat familiar with the place. Record who the participant is and their relationship to the site (i.e. resident, occasional visitor, employee in the area, etc.). When you ask people to draw the maps, you must use a consistent request. In other words, ask all 10 participants in the exact same way. This will ensure consistency in your findings.

For the presentation, scan in a few examples of the user-generated maps and present your compilation map. For the document, embed examples of user-generated maps and your compilation map within the text. Also, you must attach all ten original cognitive maps to the document (either originals or scanned versions).

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Design Project Presentation (10%) and Document (25%)

Using the skills and knowledge gained over the course of the semester, you will develop a design solution for your chosen site. The project involves the following steps and due dates:

- **Project Selection** (email by Monday, 1/21, present on 1/26).
- **Typology and Morphology** (presentation and document due on 2/9)
- **Lynch Analysis** (pin-up on 2/9, document due on 2/23)
- **Environmental Design Analysis** (presentation and document due on 2/23)
- **Roundtable Discussion – Problem Statement** (3/9): What is the design problem that your project addresses? This discussion will be the basis for your “problem statement” component of the final document.
- **Roundtable Discussion – Design Concept** (3/23): What are the interventions you are proposing? Why are you proposing those ideas? Do you have any alternative ideas? How are you going to convey your final design recommendations?
- **Desk Critique** (4/6): Bring your projects to class. I will sit with each of you individually for about ten minutes to review your design concept and graphics. Use the time when I am not talking with you to work on your project and ask questions.
- **Final Design Critique** (4/20): You will each have 30 minutes to present your design, hear critique and answer questions. You must use PowerPoint for your presentation. You should plan a 15-20 minute presentation to allow for sufficient Q&A (I will let you know when you’ve hit 15 minutes and will instruct you to stop talking at 20 minutes). You should briefly introduce us to the site, review the site analysis (typology, morphology, Lynch, unique features, behavioral observation and cognitive mapping), and provide details of your design intervention. For the analysis, plan on one slide per component and summarize each aspect of the analysis to answer the question: What is the key takeaway that the audience needs to know. Do not provide every detail. The presentation should focus mostly on the design problem and recommended solution.

- **Design Proposal** (Monday, 4/29): Your final document is due by 6:00pm to either my office (UR 222) or my mailbox (UR 105). The outline for your document is:
 - I. Introduction (location/neighborhood, history, general description – socioeconomics, demographics, physical condition)
 - II. Site analysis (all revised per instructor feedback and to fit within a cohesive document)
 - a. Typology (include classification system, photographs, and map)
 - b. Urban pattern/morphology (include building and block figure grounds)
 - c. Lynch analysis (include map)
 - d. Unique features (include map)
 - e. Behavioral observation (include data table or map)
 - f. Cognitive mapping (include sample of user-generated maps and the compilation map)
 - III. Problem statement
 - IV. Design solution*
 - V. Conclusion
 - VI. Bibliography

*The “design solution” section must include the following graphics:

- Site plan
- Hand-drawn perspective sketches
- Section with corresponding plan diagram

The final document should be no more than 20 pages, including maps, illustrations, photographs and tables. You will be graded on the thoroughness of your work, the clarity of your graphics, the quality of your writing, and the professionalism of your document and presentation. You **do not** have to follow traditional paper formatting. Be creative and have some fun with the graphic presentation of your final document.

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Sketchbook and Reflective Journal (10%)
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Due: April 20

Throughout the semester you will practice sketching and reflective journaling. These important skills require you to observe urban space, decide why and how it is interesting, and translate that to paper via sketches and thoughtful written insight.

Your sketchbook must include a minimum of **10 sketches** of urban space with a corresponding reflection for each sketch (about one sketchbook page in length). For each sketch, you must record the date, time and location (written on the sketch page). You must sketch first-hand observations (in other words, these are not imaginary pictures or sketches of photographs).

Bring your sketchbooks to class on **March 9th** for an in-class mid-term review. I will look over your sketches up to this point (you should have about five) and give any feedback that I deem necessary.

Sketchbooks are due in class at our final meeting on **April 20th**. You will be graded on the thoroughness and completeness of the sketchbook, your progress in developing sketching skills throughout the semester, the diversity of urban perspectives you capture, and the thoughtfulness of your reflections.