PPD 644: SHAPING THE BUILT ENVIRONMENT

Urban design shapes the appearance, layout, and organization of the built environment. Use of the term implies a deliberate process to create functional, efficient, just, and aesthetically appealing places.

At least three disciplines - architecture, landscape architecture, and urban planning - claim expertise and authority over the scope of urban design. Architects tend to focus on the design of the collective architectural forms of the built environment. Landscape architects are apt to emphasize the form and processes of the natural environment in the design of large-scale built environments. Urban planners typically consider themselves responsible for defining the social, economic, and political foundation of urban design. They identify the strategic design framework and guiding institutions that influence the direction and quality of urban change. We can imagine an overlapping Venn diagram to represent the practice of urban design as a shared enterprise between architecture, landscape architecture, and urban planning, underscoring the complementary relationships between these professions. They all share similar concerns for human scale, public space, sense of place, sustainability, urbanism, aesthetic values, historic preservation, urban conservation, and other such matters.

While the professional identity of urban design remains a shared enterprise, there is a growing sense that urban design has established an autonomous identity as a field. The scholarship pertaining to the appearance and design of cities, and the human consequences of the built environment has proliferated in recent years, not only within the professions but also in the disciplines of social sciences, the humanities, and the environmental science and health fields. The body of relevant literature includes critical, interpretive, and reflective work on the one hand, but also empirical findings about the nature of practice and human consequences of the built environment, on the other.

This course will introduce students to important concepts and foundational literature in urban design and physical planning. These ideas and methods will be presented, interrogated, and discussed in class in a seminar format. Students will be encouraged to apply the ideas and methods in the documentation and analysis of a particular site from an historical, spatial, and social perspective.

LEARNING OBJECTIVES

At the end of this semester, students will be able to:

1. Explain the foundational principles of urban design, including important concepts, theories, precedents, and best practices.
2. Demonstrate skills in documentation, observation, critical analysis, and representation of the built environment, such as existing attributes and future possibilities.
3. Describe the scope and nature of urban design, its application at various scales, its process orientation, its public imperatives, its community engagement, and its various measures of implementation and guidance.

ASSIGNMENTS

Besides time spent in the classroom, USC courses must meet a minimum standard for out-of-class time. For each unit of in-class contact time, the university expects two hours of out of class work per week. This means that our class will generally require an average of 6 hours weekly for reading and preparing assignments.

To reinforce our learning, the following work beyond the classroom will be expected:

Reading: Students will demonstrate their understanding of the concepts, theories and practices of urban design through discussions of the assigned readings. All readings will be provided digitally through USC's Blackboard Learning Management System using the [Perusal](l) application, a social e-reader platform. Students will be expected to discuss the required readings with each other in Perusall and to come to class ready to engage in a robust analysis of the texts. The required readings will be identified at least two weeks before the assigned date.

Class Lead: In groups of two or three, students will be responsible for leading at least one class during the semester. Specifically, this means:
- The group will skim all the proposed readings for the week well in advance.
- At least two weeks before your assigned class, the group will identify readings that should be required for all and those that will be optional.
- The group may also identify additional articles or resources such as videos, websites, blogs and planning documents that complement the topic.
- The group will come to the assigned class ready with questions that are designed to reinforce understanding and initiate discussion. I do not expect you to steer us for the entire class period, but at least an hour each week will be devoted to reading-related discussions.

Three Place-Based Investigations: Students will be asked to reflect and apply what they have learned through course readings and in-class discussions. The first of these investigations will ask students to document a particular site over time. The second, to

document the site geographically. The third assignment asks students to evaluate the site from the standpoint of its users. In the final weeks, students will be asked to summarize their learning and present a synopsis of their investigations to the class. The investigations will require students to develop communication skills in a variety of media. Specific details, including a summary of criteria used to evaluate the investigations will be developed collaboratively in class.

GRADING

My approach to grading is inspired by Professor Ryan Cordall of Northeastern University and others who have challenged the value of assigning reductive, numerically-determined grades.

In this course, I want you to feel empowered to explore and experiment. I hope to create an environment in which risk-taking and creative scholarship is rewarded, even if assignments don't turn out as expected.

Students will assess their work in dialogue with me. We will collaboratively assign grades by assessing your work in terms of goals you set for yourself and your intellectual growth during the class.

Formally, this means that I will ask you to draft self-evaluations a few times during the semester, including a final self-evaluation through which you will assign yourself a grade. Barring extreme circumstances, this self assessment will determine your grade for the semester. Ideally, knowing this process in advance will free you to do more ambitious work from the beginning of the semester.

I reserve the right to adjust grades if a student takes undue advantage of this consultative grading paradigm.

CLASSROOM NORMS

Sharing our thoughts and ideas with others can be daunting. To model the expectations of a professional environment in our field, and to promote a respectful classroom environment, we agree at a minimum, to:
- Let others speak without interruption
- Support our points with evidence, or speak from personal experience
- Encourage everyone to get involved (i.e., ask questions of each other, make succinct points, etc.)
- Accept feedback in the positive spirit with which it is given as a means of development.

SHARING OF COURSE MATERIALS OUTSIDE OF THE LEARNING ENVIRONMENT

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCHEDULE OF MEETINGS AND READING MENU:

Week	Topics/Daily Activities	Readings & Prep (Required texts to be determined by class leads)	Assignments
(1) 8/23	A. Introduction and overview, including discussion of class norms and expectations. B. The scope of urban design C. Places we love	Birch, Genie (2011) "From CIAM to CNU: The Roots and Thinkers of Modern Urban Design" from *Companion to Urban Design* Wilson, Mabel O., Akira Drake Rodriguez, and Bryan Lee "Racism and Cities" ArchDaily.com https://www.archdaily.com/942251/racism-and-cities-with-mabel-o-wilson-akira-drake-rodriguez-and-bryan-lee	Before class: Post to the course's Blackboard Discussion Thread an image of a place you love (or perhaps a place you love to hate). Be prepared to discuss.
(2) 8/30	Concepts: Urban Form, Urban Morphology and Urbanism	Young, Iris Marion (1990) "City Life and Difference" from *Justice and the Politics of Difference* Wirth, Louis "Urbanism as a Way of Life" https://www.britannica.com/topic/modernization/Urbanism-as-a-way-of-life Knox, Paul and Peter Ozolins (2000) "The built environment" from *Design Professionals and the Built Environment: An Introduction* Krieger, Alex (2008) "Where and How Does Urban Design Happen?" from the *Urban Design Reader* Lowery, Bryce and Lisa A. Schweitzer (2011) "Justice and Urban Design" from *New Companion to Urban Design* Roy, Ananya (2019) "FIshbowl City: Postcolonial Los Angeles and the philosophy of the urban" from the *New Companion to Urban Design* Kropf, Karl (2018) "Aspects of Urban Form: from H*andbook of Urban Morphology*	
(3) 9/6	LABOR DAY – NO CLASS		
(4) 9/13	Concepts: Space and Place	Hayden, Dolores (1995) "Urban Landscape History: The Sense of Place and the Politics of Space" from *The Power of Place*	Place-Based Investigation: Time

		Norberg-Schulz, Christian (1976) "The Phenomenon of Place" from *Architectural Association Quarterly*	
		Massey, Doreen (1991) "A Global Sense of Place" *Marxism Today*	
		Anderson, Kay (1987) "The Idea of Chinatown" from the *People, Place and Space Reader*	
		Low, Setha (2014) "Spatializing Culture An Engaged Anthropological Approach to Space and Place" from the *People, Space and Place Reader*	
		Relph, Edward (1976) "Prospects for Places" from *Place and Placelessness*	
		Bedoya, R. (2016). "Creative placemaking and the politics of belonging and dis-belonging" https://artsinachangingamerica.org/creative-placemaking-and-the-politics-of-belonging-and-dis-belonging/	
		Koh, A. (2017). "Placemaking When Black Lives Matter" https://www.progressivecity.net/single-post/2017/04/03/PLACEMAKING-WHEN-BLACK-LIVES-MATTER	
(5) 9/20	Concepts: Public Space and the Public Realm	Project for Public Spaces. (2016). "Equity and Inclusion: Getting Down to the Heart of Placemaking" https://www.pps.org/article/equity-and-inclusion-getting-down-to-the-heart-of-placemaking	
		Gehl, Jan (1971) "Three Types of Outdoor Activities" *Life Between Buildings: Using Public Spaces*	
		Kingwell, Mark (2008) "The Prison of "Public Space" from the *People Place and Space Reader*	
		Ruddick, Susan (1996) "Constructing Differences in Public Spaces: Race, Class, and Gender as Interlocking Systems"	
		Iveson, Kurt (1998)	

		"Putting the Public Back into Public Space" *Urban Policy and Research*	
(6) 9/27	Concepts: Flaneur/Flaneuse and the Urban Sensorium	Nelson, George (1977) selections from *How to See* de Certeau, Michel (1984) "Spatial Practices: Walking in the City" Debord, Guy (1958) "Theory of the Dérive and Definitions" Wilson, Elizabeth, (1992) "The Invisible Flaneur" *New Left Review* Solnit, Rebecca (2011) selection from *Wanderlust: A History of Walking* *Murphy, Amy (2006)* "Traces of the Flâneuse: from Roman Holiday to Lost In Translation" *JAE* Cuesta, Rafael, Sarris, Christine, Signoretta, Paola, Moughtin, J.C. (2003) "Survey Techniques" *Urban Design: Methods and Techniques* Moughtin, Cliff (2003) "Visual Analysis" from Urban Design: Street and Square	
(7) 10/4	Theories: Modernism	Perry, Clarence (1929) "The Neighborhood Unit" from the *Urban Design Reader* Scott, James C. (1998) "The high modernist city" from *Seeing Like a State* Marshall, Richard (2008) "Josep Lluís Sert's Urban Design Legacy" from *Urban Design Reader* Hess, Paul, Kelly Gregg, and Ryan Whitney (2019) "Modernism, Pedestrians, And Public Space: A Century of North American Street Design" from *New Companion to Urban Design*	

(8) 10/11	Theories: Modernism and its Discontents	Lynch, Kevin (1960) "The Image of the Environment" and "The City Image and Its Elements" from *The Image of the City*	Place-Based Investigation: Space
		Cullen, Gordon (1961) "Introduction" from *The Concise Townscape*	
		Holston, James (1989) "Death of the Street" from *The Modernist City*	
		Koolhaas, Rem (1995) "Happened to Urbanism?" *Design Quarterly*	
		Day, Kristen (2011) "Feminist approaches to urban design" *Companion to Urban Design*	
		Ellin, Nan (2011) "Postmodern and integral urbanism" *Companion to Urban Design*	
		Fishman, Robert (2011) "The open and the enclosed: shifting paradigms in modern urban design" *Companion to Urban Design*	
(9)10/18	Theories: New Urbanism	CNU Charter for New Urbanism	
		Duany, A. and Talen, E. (2002) "Transect Planning" *APA*	
		Talen, Emily "Form-based codes vs. conventional zoning" *Companion to Urban Design*	
		Calthorpe, Peter, and William Fulton (2001) . "Designing the Region." Chapter 6 in *The Regional City: Planning for the End of Sprawl.*	
(10) 10/25	Theories: Landscape and Ecological Urbanism	Waldheim, Charles (2006) "Landscape as Urbanism"	
		Hough, Michael (1990) "Principles for Regional Design" from Out of Place: Restoring Identity to the Regional Landscape" *The Urban Design Reader*	

		Scheer, Brenda (2011) "Metropolitan form and landscape urbanism" *Companion to Urban Design*	
		Pulido, Laura (2000) "Rethinking Environmental Racism White Privilege and Urban Development in Southern California" *Annals of the Association of American Geographers*	
		Jabareen, (2006) "Sustainable urban forms: their typologies, models, and concepts" *JPER*	
		Zachary Lamb and Lawrence J. Vale "Pursuing Resilient Urban Design: Equitably merging green and gray strategies" from *The New Companion to Urban Design*	
(11) 11/1	Theories: Everyday Urbanism	Crawford, Margaret (2008) "Introduction," "Preface: The Current State of Everyday Urbanism," and "Blurring the Boundaries: Public Space and Private Life" in *Everyday Urbanism*	
		Irazábal, Clara (2011) Ethnoscapes *Companion to Urban Design*	
		Rojas, James & Angie Schmitt (2019) "What We Can Learn from Latino Urbanism" https://usa.streetsblog.org/2019/06/05/what-we-can-learn-from-latino-urbanism/	
		Venturi, Robert and Denise Scott Brown (1972) "The Significance of A&P Parking Lots, or Learning from Las Vegas" from *Learning from Las Vegas*	
		Lynch, Kevin and Gary Hack (1984) "The User" from *Site Planning*	
(12) 11/8	Theories: Tactical or Guerilla Urbanism	Hou, Jeffrey (2011) "Citizen Design: Participation and Beyond" from *Companion to Urban Design*	Place-Based Investigation: Users
		Rosa, Marcos and Ute E. Weiland (2013),Selection from *Handmade Urbanism: From*	

		Community Initiatives to Participatory Models	
		Gade, Anisha & Sue Mark (2016) "In Oakland, Lessons About Public Space From a Neighborhood in Transition" https://nextcity.org/daily/entry/oakland-changing-public-space	
		Hurley, A. K. (2016). DIY urban planning is happening all over the country. Is it only for white people? *The Washington Post.* https://www.washingtonpost.com/posteverything/wp/2016/10/27/diy-urban-planning-is-happening-all-over-the-country-is-it-only-for-white-people/?noredirect=on&utm_term=.c6076990ec19	
		De La Pena, David, et al. (2017) Selections from *Design As Democracy: Techniques for Collective Creativity*	
		Stein,Jennifer and Scott Fisher (2019) "Smart Citizens, Participatory Urbanism and the Future of City Design" from *New Companion to Urban Design*	
(13) 11/15	Precedents & best practices: The Street and Pedestrian Scale (designing for accessibility and walkability)	Frank et al (2019) "Complete and Healthy Streets" from the *New Companion to Urban Design*	
		Handy, Susan (2019) "Accessibility- Oriented Urban Design" from the *New Companion to Urban Design*	
		Ewing et al "Identifying and measuring urban design qualities related to walkability"	
		Hebbert, Michael (2005) "The street as a locus of collective memory" *Environment and Planning D: Society and Space*	
		Macdonald, Elizabeth (2011 "Streets and the public realm: Emerging designs" *Companion to Urban Design*	
		Chauncey, George (1995) "Privacy Could Only Be Had in Public"from *Gay Uses of the Streets* Jacobs, Allan B.	

		"Conclusion: Great Streets and City Planning" from Great Streets (1993) the *Urban Design Reader*	
(14) 11/22	Precedents and best practices: The Community Scale of Plazas, Parks, Open Space and Third Places.	Moughton, Cliff (2003) "Basic Design Concepts" from *Urban Design: Street and Square* Oldenburg, Ray (1989) "The Last Good Place" Katherine McKittrick (2006) "The Last Place They Thought Of: Black Women's Geographies" from the *People, Place and Space Reader* Ehrenfeucht, Renia (2019) "Designing the Inclusive City: Urban Cultures, Street Arts, and Public Life" from *New Companion to Urban Design* Neil Smith (1996) "Class Struggle on Avenue B: The Lower East Side as Wild Wild West" from *The New Urban Frontier: Gentrification and the Revanchist City* Hebbert, Hebbert (2016) "Figure-ground: history and practice of a planning technique" *TPR*	Present Place-Based Investigations
(15) 11/29	Precedents and best practices: Institutional Scale (how urban design gets done) Summing Up	Case Scheer, Brenda (1994) "The Debate on Design Review" from *Design Review: Challenging Urban Aesthetic Control* Southworth, Michael "Theory and practice of contemporary design: a review of urban design plans in the United States" *TPR* Carmona, Matthew (2011) "Decoding Design Guidance" from *Companion to Urban Design* McGlynn, Sue and Paul Murrain (1994) "The politics of urban design" *Planning Practice and Research* John Punter (1999) "Design Guidelines in American Cities"	Present Place-Based Investigations

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		from *Design Guidelines in American Cities: A Review of Design Policies and Guidance in Five West Coast Cities* Vernez-Moudin, Anne (1992) "A Catholic Approach to What Urban Designers Should Know" *Urban Design Reader*	
12/6	NO CLASS (STUDY DAY)		
12/13	ALL ASSIGNMENTS DUE BY 9:00PM		

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct.

Support Systems:
Counseling and Mental Health
phone number (213) 740-9355
On call 24/7
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline
Phone number 1 (800) 273-8255
On call 24/7
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)
Phone Number (213) 740-9355(WELL), press "0" after hours
On call 24/7
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX
Phone number (213) 740-5086
Title IX Office (213) 821-8298
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#)
Phone number (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

[The Office of Disability Services and Programs](#)
Phone number (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

[USC Campus Support and Intervention](#)
Phone number (213) 821-4710
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity at USC](#)
Phone number (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#)
UPC phone number (213) 740-4321
HSC phone number (323) 442-1000
On call 24/7
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#)
UPC phone number (213) 740-6000
HSC phone number (323) 442-1200
On call 24/7
Non-emergency assistance or information.