



Course Title: Urban Design Theory			
Course Number	EVDS 671		
Instructor Name	Beverly A. Sandalack	sandalack@ucalgary.ca	
Office Location	PF 3102 or PF 3201 (Urban Lab)	Office hours by appointment	
TA Name	Karly Do	ktado@ucalgary.ca	
Class Dates	Fall 2019, Tuesdays		
Class Times	9:00am – 12:10am		
Class Location	PF 3160		

Course Information / Description of the Course

This course is intended to provide students with an introduction to theories, concepts, methods, and contemporary issues in urban design. The course consists of lectures, seminars, local field trips, and assignments.

Urban design deals with three-dimensional design of the built urban environment at the scale of the street, neighbourhood, and city, providing integration between landscape and buildings, and with the processes and strategies of development. Urban design is at the intersection of several disciplines. By focusing on the public nature of all urban development, and by bridging the traditional jurisdictions of many professions, urban design has the potential scope to address the wholeness of the city. In this course, urban design is considered to be an approach as well as a methodology for city-building, and it involves, and links, various professions involved in the design of human settlements, including architecture, landscape architecture, and planning. Issues of local and regional identity and sustainability also inform the course.

Several **lectures and guest panels** will cover the following inter-related topics:

Urban Design Overview

- the evolution of urban form, & the planning & design ideas influencing urban development
- urban design as an approach / a way of thinking / a state of mind / a practice
- who is involved in the design and development of the urban physical environment?
- the value of urban design

Urban form and process

- urban morphology and typology
- schools of thought, methods, approaches
- urban analysis

Making better places

- the qualities of 'good' urban form
- the public realm and its evolution
- private development and its contribution to urban design
- identity and sense of place
- urban design guidance and review

Several **assignments** will allow students to explore

- approaches and methods of urban analysis
- contemporary urban design issues
- documentation and communication techniques

Readings will be assigned to the class to complement the lectures and site visits. Students should complete the readings prior to the related lecture/site visit and will be questioned in class regarding the readings – please come prepared.

Assignments:

1. Points of View - worth 30% of the course grade

This assignment is intended to allow deep consideration of an issue of concern in contemporary urban design. It will also develop your critical thinking skills and your ability to present a reasoned argument. Teams will select an issue to debate from a circulated list, and develop a reasoned, referenced, argument, illustrated as appropriately with slides. You will have a choice of the issue to debate, and whether you will argue for or against the statement. Debates will be scheduled for the second half of the course. Each team will also submit a written, referenced, summary outline of their argument. **Completed in teams of 2 students per debate position (or side).**

2. Urban Design Analysis (select a. or b.) – worth 35% of the course grade

a. Public Space Analysis

Students will document and analyze a public space and its context (from a circulated list), based on the methods/approaches covered in the course and associated readings. This will provide an opportunity for you to develop / refine skills in documentation and analysis, and to apply and gain better understanding of various theories of urban design. To be presented as a 5 minute series of slides. **Completed in pairs.**

b. Landmark Building Analysis

Students will analyze a landmark building (from a circulated list) according to certain performance criteria and its contribution to the public realm and the city, based on the methods/approaches covered in the course and associated readings. This will provide an opportunity for you to develop / refine skills in documentation and analysis, and to apply and gain better understanding of various theories of urban design. To be presented as a 5 minute series of slides. **Completed in pairs.**

3. Urban Design Qualities (select a. or b.) - worth 35% of the course grade

a. Urban Design Manifesto

This project provides an opportunity for each student to synthesize what they have learned in this class and others, to reflect on urban design best practices, to reflect on the qualities of the public realm and how they are expressed in various locales, and to distill into a series of illustrated statements. These statements will be presented in a standardized format (to be provided). The manifestoes will be presented to the class in a rapid format 'Pecha Kucha' style. An outline will be required for review around mid term. **Completed individually.**

b. Video Project

Students (**working in pairs or individually**) will critically analyze and explain one of the qualities of 'good' urban form, as discussed in the class, and prepare a short (90 second) video on this topic. The videos will be screened on the last day of class. Evaluation shall be on the basis of clarity of definition of the quality and explanation of its importance in creating good urban form. Conditions that support the quality and also those that detract from it should be explained and illustrated. The emphasis should be on visual evidence; references may also be included. An outline / storyboard will be required for review around mid term.

Learning Resources

Readings

Specific readings will be assigned. Students are encouraged to read widely from the general reference list below. A more extensive list will be provided at the beginning of the semester.

It is expected that students will have a general understanding of the history of cities. Students without this background are strongly advised to read either Morris, AEJ (1979) *History of Urban Form* or Mumford, L (1961) *The City in History* prior to or early in the term. I encourage you to acquire one of the urban design readers. Make use of various online used book resources (such as AbeBooks).

URBAN DESIGN REFERENCES Short List

urban design / city readers, compendia and standards (older editions are also fine):

American Planning Association (2006) *Planning and Urban Design Standards* (Wiley Graphic Standards)

Carmona, Matthew and Steve Tiesdell (2007) *Urban Design Reader*, Architectural Press

English Partnerships (several printings) *The Urban Design Compendium*. You can order this (it is FREE) on line from <http://www.englishpartnerships.co.uk/PublicationsOrderForm.aspx>

Grant, Jill (2007) *Reader in Canadian Planning: Linking Theory and Practice*, Thompson Nelson Canada, Scarborough
Jencks, Charles and Karl Kropf (eds.) (1997) *Theories/Manifestoes of Contemporary Architecture* Academy Editions
Larice, Michael and Elizabeth Macdonald (2007) *The Urban Design Reader*, Routledge
LeGates, Richard T. and Frederic Stout (1996) *The City Reader*, Routledge

recommended:

Alexander, Christopher et al (1977) *A Pattern Language* (Oxford University Press)
Bacon, Edmund N. (1974) *Design of Cities* (New York: Penguin Books)
Bentley, Ian. et al (1985) *Responsive Environments: A Manual for Designers* (Architectural Press)
Calthorpe, Peter (1993) *The Next American Metropolis* (New York: Princeton Architectural Press)
Ellin, Nan (1996) *Postmodern Urbanism* (Oxford: Blackwell Publishers)
Gehl, Jan (1987) *Life Between Buildings: Using Public Space*
Hough, Michael (1990) *Out of Place: Restoring Identity to the Regional Landscape* (Yale University Press)
Hough, Michael (1994) *Cities and Natural Process* (Routledge)
Jacobs, Jane (1961) *The Death and Life of Great American Cities* (New York: Random House)
Jacobs, Alan B., Elizabeth MacDonald and Yodan Rofe (2002) *The Boulevard Book* (MIT Press)
Lynch, Kevin (1971) *Site Planning* (Cambridge, Mass.: MIT Press) or later versions with Garry Hack
Lynch, Kevin (1981) *(A Theory of) Good City Form* (Cambridge Mass.: MIT Press)
McHarg, Ian (1969, reprinted 1994) *Design With Nature* (New York: Doubleday)
Newton, Norman (1971) *Design on the Land: The Development of Landscape Architecture* (Harvard University Press)
Relph, Edward (1987) *The Modern Urban Landscape* (London: Croom Helm)
Sandalack, Beverly A & Andrei Nicolai (2006) *The Calgary Project: urban form/urban life* (University of Calgary Press)
Trancik, Roger (1986) *Finding Lost Space: Theories of Urban Design* (New York: Van Nostrand Reinhold)

Technology requirements (D2L etc.):

Course materials will normally be posted to D2L. It is the student's responsibility to access this material.

All assignments will be able to be completed using hand drawings/diagrams or computer graphics similar as used in the studios.

Students selecting the Video Project option in Assignment 3 will be able to complete this using a smart phone video application.

Course Learning Outcomes

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

1. Understand the evolution, theories, methodologies and concepts of urban design
2. Describe, analyze & understand urban form & its evolution by employing skills, techniques & vocabulary
3. Understand contemporary issues affecting urban design, urban quality, & urban life
4. Critically & constructively analyze urban form in terms of various qualities/metrics & at a range of scales
5. Articulate a personal approach to urban design based on theories, precedents & best practices

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Assignment (in pairs)	Points of View	30%	3, 4, 5
Assignment (in pairs)	Urban Design Analysis	35%	1,2, 4, 5
Assignment (indiv. or pairs)	Urban Design Qualities	35%	1, 2, 3, 5

Assessment and Evaluation Information

Students are expected to be in attendance for the entirety of all lectures and site visits, and are required to be in attendance for all assignment presentations and reviews.

Because the assignments are partially evaluated during presentations and reviews, all work must be completed on time. Unless agreed to by the instructor for reason of illness, academic accommodation (see University Policy below), or on compassionate grounds (all of which are to be supported by written documentation by the student), late submissions will be penalized one half letter grade per day, up to a maximum of three calendar days (including weekends and holidays). Late presentations will normally not be permitted to be re-scheduled. There may be an opportunity to remediate late assignments/reschedule presentations if a written request by the student outlining the circumstances is received and approved by the instructor.

Evaluation will be based on the project assignments, completed during the term. A passing grade (B-) is each assignment is required in order to pass the course as a whole. All assignments will be evaluated by letter grades. Final course grades will be reported as letter grades, with the final grade calculated according to the 4-point range, as per the EVDS grading scheme. There will be no final examination. (NOTE: students may be given an opportunity to remediate failing assignment grades, and must satisfy expectations and due dates as per each remedial assignment.)

Writing and the grading thereof is a factor in evaluation of all course components.

Work will be completed individually or in pairs. Students will receive a common grade for work done in pairs or groups, unless it is clear to the instructor, or identified by the team prior to the due date of the project, that the balance of the work has been unfairly distributed between team members, in which case this will be discussed with the team members. In this case, the distribution of work and grades will be discussed with the students and different grades may be assigned.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance

B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Topic Areas & Detailed Class Schedule **Lectures / guests tba

Course Schedule Date	Topic	Assignments/Due Dates
September 10	Course intro	Intro P1. Topic/team selection
September 17	Work period for P1	Instructor is away
September 24	Lecture	P1 crits
October 1	Lecture	P1 Presentations part 1
October 10	Lecture	P1 Presentations part 2
October 17	Lecture	P1 Presentations part 3
October 21 – 25	No classes / SAPL Block Week	
October 29	Lecture	P2 crits
November 5	Lecture	P3 outline due
November 11 – 15	No classes – term break	
November 19	Lecture	P2 Presentations Part 1
November 26	Lecture	P2 Presentations Part 2
December 3	Course wrap up	P3 presentations

Media and Recording in Learning Environments

Part 1

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

Part 2

The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording.

Any video-recording would be intended to only capture the instructor and the front of the classroom. Students/other participants would not necessarily be visible on video recordings.

Special Budgetary Requirements

Any site visits will be possible on foot or by LRT/bus.

Assigned required readings will be available either in the library or on-line.

University of Calgary Policies and Supports

ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty.

<https://ucalgary.ca/student-appeals/>

More student support and resources (e.g. safety and wellness) can be found here:

<https://www.ucalgary.ca/registrar/registration/course-outlines>