Course Objectives. This course is about the buildings and landscapes of our built environment: why we build them, how they enhance our lives, how they don’t, and how we can make them better. The goal of this course is for students to develop an understanding of how human interactions with the built environment play a critical role in design and to look at design through the eyes of diverse users. The course content will focus on environment-behavior concepts but also on critical analysis and application of these concepts by designers. Examination of case studies of functional building types will be used as a means to understand psychological, social, cultural and functional expectations that people have for the places that they inhabit. A portion of the course will introduce students to research tools to analyze how people use places and to implement this information in their design proposals.

Prerequisites. Undergraduate majors must have completed ARCH 181 and 182 design studios. Graduate Students must have completed 681 studio or equivalent.

Course Assignments. The main project will be a case study analysis of a built-place of choice - a building, park, street, or other element of our environment. In teams of two, students will conduct a detailed analysis of the setting and its occupants and based on this research, recommend improvements to the setting in form of design patterns. Every section meeting has an in-class exercise or project related discussion. These are intended as vehicles to deepen understandings of the principles and methods presented in lectures and readings. For section meetings 2-5, 7 & 8, students will write reading responses. The midterm and final will cover lectures and readings. These exams cannot be taken “late” except by pre-authorization from instructor and documented extenuating circumstance. Please note that all work for this course must be completed during this quarter. It is University policy that an Incomplete is an instructor-initiated grade, given under special circumstances and only by prior arrangement with the instructor.
Reading Responses
Six reading responses are due, one each for weeks 2, 3, 4, 5, 7 and 8, and must be submitted on blackboard by 8pm on Sunday. These responses/reflections (one-two page) are not simply summaries of the articles or lectures but include each student’s own perspective on the material. The best responses include personal stories tied to the reading/lecture material. No late submissions will be accepted.

Disability
If a student has a documented disability and anticipates needing accommodations in this course, please make arrangements to meet with the instructor in the first week of the term. Please request that the Counselor for Students with Disabilities send a letter verifying the disability.

Grading
Grades will be based on the quality, accuracy, timeliness, and completeness of your work. The course can be taken for a grade or as pass/no pass, which requires a C- for undergraduates and a B- for graduate students. Late assignments will receive a 10% deduction each day they are late. Students need to stay on track with the course schedule. Attendance in class and sections is mandatory. Failure to attend will result in the lowering of your final grade.

What Were They Thinking (Due Week 2) 5%
Participation/Reading Responses 10%
Midterm 15%
Final 20%
Term Project 50%
Due Week 3 Literature Search (5 points)
Due Week 4 Traces (5 points)
Due Week 5 Behavior Observation (5 points)
Due Week 6 Interviews (5 points)
Due Week 7 Annotated Plans (5 points)
Due Week 8 Pattern Critique (5 points)
Due Week 9 Pattern Making (5 points)
Due Week 10 Poster (5 points)
Due Week 10 Final Report (10 points)

TOTAL 100%

Extra Credit
Extra credit can be earned by attending preauthorized lectures, community design events or watching any of the following films. To earn extra credit students need to write a two-page review that connects the ideas of the lecture, event or film to the course content. Each review will be worth 1 point. A maximum of 5 points can be earned.

Running Fence (VIDEO 6703)  Blue Vinyl (VIDEO 6683)
The Truman Show (Available on DVD)  Pleasantville (Available on DVD)
The Lake House (Available on DVD)  Kitchen Stories (Available on DVD)
My Architect (Available on DVD)  7-Up Series (Available on DVD)
Kinsey (Available on DVD)  Babies (Available on DVD)

Instructor  Jenny Young, Professor
            jyoung@uoregon.edu
            319 Lawrence Hall, 346-1440
            Office hours: Thursdays, 2-4pm and by appointment
GTFs
Christina Bollo christinabollo@gmail.com
Ian Korn ikorn@uoregon.edu
Blake Scott blakes@uoregon.edu

GTF office hours will be by appointment.

GTFs will conduct discussion sessions under the direct supervision of the instructors. These sessions will be conducted according to protocols that have been approved by the instructor and that are common to all sections of the course. The instructor will meet with the GTFs on a weekly basis to coordinate material and ensure that sections are being run consistently and according to the instructor’s specifications. GTFs will work under the direct supervision of the instructor, who will have ultimate responsibility for determining and entering grades. All grading will be done according to clear criteria that are used by the course instructor and all GTFs assisting in the course. The course instructor will regularly monitor the grading activities of GTFs with respect to accuracy and fairness.

SECTIONS
All students are required to enroll and attend a section. The sections provide opportunities to discuss the readings and assignments and review student work.

TEXTBOOKS
This class has a required reader and three required textbooks. The reader and textbooks are available at the UO Bookstore. Required texts, 3 copies of the reader and source books for excerpts in the reader are on reserve in the AAA library.

*Course Reader*, The Human Context of Design

*A Pattern Language*
Christopher Alexander, Sarah Ishikawa, and Murray Silverstein

*Inquiry by Design*
John Zeisel

*Problem Seeking*
William Pena and Steven Parshall
Wiley, 2001 (new edition in 2012 available in February)