PHASE 2 - Understanding Urban Design - Application

In this phase students will focus on case studies to better understand the complexities of urban design. This will be done through class presentations. In addition, students will undertake a group exercise that will research and elaborate a single project. This work will be presented in class.

SCHEDULE

6. Tues. Nov 4  Assign 3 due, Human response to the built environment, architectural determinism  Assign 4
7. Tues. Nov 11 Case Study, Assign 4a Progress Report - Team progress pin up and discussions
8. Tues. Nov 18 Case Study
9. Tues. Nov 25 Wrap up - what does it all mean, and Assign 4 assistance
   Tues. Dec 2  no class on account of final reviews
10. Tues. Dec 9  Assign 4b due - class pinup - General Discussion

CLASS TIMES: All classes will be on the Tuesdays indicated from 6:00 pm to 9:00 pm

ASSIGNMENT SCHEDULE

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DESCRIPTION</th>
<th>ASSIGNED</th>
<th>DUE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign. 1</td>
<td>Commentary (Individual)</td>
<td>Tues. Sept 30</td>
<td>Tues. Oct 7</td>
<td>7 days</td>
</tr>
<tr>
<td>Assign. 2</td>
<td>Urban Design Theories (readings &amp; discussion)</td>
<td>Tues. Oct 7</td>
<td>Tues. Oct 28</td>
<td>21 days</td>
</tr>
<tr>
<td>Assign. 3</td>
<td>Comparative UD analysis (based on site visit)</td>
<td>Tues. Oct 14</td>
<td>Tues. Nov 4</td>
<td>21 days</td>
</tr>
<tr>
<td>Assign. 4a</td>
<td>Case Study mid review</td>
<td>Tues. Nov 4</td>
<td>Tues. Nov 11</td>
<td>7 days</td>
</tr>
<tr>
<td>Assign. 4b</td>
<td>Case Study final presentation</td>
<td>Tues. Nov 11</td>
<td>Tues. Dec 9</td>
<td>28 days</td>
</tr>
</tbody>
</table>

IV. INSTRUCTION METHODS

Class instruction will be a combination of presentations, lectures, group discussions, and individual attention. In-class critiques at both the individual and team level will be formal (class pin-up) as well as informal (in class critiques). In all these forums, each student is encouraged to debate actively. Invited speakers and critics will periodically provide added perspective.

V. READINGS & REFERENCES

There is no one text that adequately covers the material taught in this course. While students are encouraged to examine the texts listed below on their own, the instructor will, in conjunction with class instruction, indicate specific portions of interest and attention. In selected instances, handouts of text and passages relevant to homework assignments will be provided.

RECOMMENDED READING (Selected Passages as advised)

- Shane, Graham, David, "Recombinant Urbanism, Conceptual Modeling in Architecture, Urban Design and City Theory", Academy Press, 2005
- Kelbaugh, Douglas S., "Repairing the American Metropolis, Common Place Revisited", University of Washington Press, 2002

PORTLAND ARCHITECTURE PROGRAM, UNIVERSITY OF OREGON
CLASS OUTLINE

PRINCIPLES OF URBAN DESIGN, Fall 2008
PAGE 2 OF 4
- Sudjic, Deyan, "The 100 Mile City", Harcourt Brace & Company, 1992
- Biau, eve and Platzer, Monica, "Shaping the Great City: Modern Architecture in Central Europe 1890-1937", Prestel, 1999
- Conrads, Ulrich, "Programs and Manifestoes on 20th Century Architecture", MIT Press, 1982
- Alexander, Christopher, "A New Theory of Urban Design"
- Culler, Sherries Stephens, "Recycling Cities for People: The Urban Design Process", 1983

**PHASE 2 - Applications**

- Passini, Romedi, "Wayfinding in Architecture", Van Nostrand Reinhold, 1992

**GENERAL BUT RELATED URBAN DESIGN READINGS**

- Friedman, John, "The Good Society", MIT Press, 1979
- Lynch, Kevin, "Good City Form", The MIT Press, 1981
- Rudofsky, Bernard, "Architecture without Architects: A Short Introduction to Non-Pedigreed Architecture", University of New Mexico Press,
- Wurman, Saul, Richard and Katz, Joel; "Cities: Comparison of Form and Scale", Joshua Press, 1974
VI. EVALUATION/GRADING

1. A total of 4 take home assignments are scheduled. All of these assignments will have time allocated during class hours for discussion and review. Key design assignments will require student presentations before peers and invited critics. Failure to present will influence the grade for that exercise (late work). Although presentations will not focus on your individual oratory skills, your ability to explain your efforts is important. Only the merits of the material being presented or submitted will be judged.

**IMPORTANT!!** ALL material (i.e. all separate sheets/drawings) submitted for review or as homework, should have your name, date, assignment number and page number (preferably, "page x of y") on them. For written material, please do not hand in unbound or loose sheets.

2. Late work will not be accepted more than two classes after it is due. Late work will also receive a 15% penalty reduction in scoring. Students may be asked to redo or improve upon assignments at the discretion of the instructor. Students are expected to attend and work in class during class work sessions. Valuable lessons are picked up from the instructor and fellow students during this time. Your final grade will reflect any failure to attend these sessions.

3. Grading will be based upon comprehension of the problem; the strength of ideas: the coherence, resolution and articulation of solutions as well as their effective visual transmission. The course relies on your ability to build upon the collective skills acquired in previous classes. Consequently, your graphic and representational skills are expected to be somewhat developed.

Each assignment will be graded as a numerical score out of the total assignment percentage listed below. At the individual assignment level, there are no cutoffs for a grade, so do not draw any premature conclusions about how you are doing (when in doubt, ask your instructor).

Experience has shown that because of the diverse skills required for each assignment, your performance (relative to the rest of the class) may vary. Final grades will be assigned based upon the total score accumulated by each student, with the higher overall scores getting the higher grades. Typically, the class profile is loaded in the middle. Please note that your efforts in the final two assignments’ influence your grade the most. Your success in understanding the intent of the earlier assignments is however, key to doing well.

4. The breakdown of grading by assignment is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Reading and Commentary (Individual)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Urban Design Theories (readings and Discussion)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Comparative Urban Design Analysis</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>Urban Design Case Study</td>
<td>50%</td>
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<td></td>
<td></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

5. Office hours will be scheduled on an individual, as-needed basis. Outside assigned classroom opportunities, you are encouraged to arrange time to review projects, assignments, work or grades. Your instructor will do everything possible to be available. Scheduling such meetings as much in advance as possible will be appreciated.