

CLEVELAND STATE UNIVERSITY

PDD 608 Urban Design Seminar

Instructors: Charles Harker, and Gauri Torgalkar

FALL 2008

TIME

Saturdays 9 a.m. to 5 p.m.

MEETING LOCATION

Urban Design Center of NE Ohio
820 Prospect Avenue

Syllabus

PDD 608 URBAN DESIGN SEMINAR

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Contact Information:

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Office hours by appointment.

Professor Harker is at Kent State on most days. Please make an attempt to meet with him following class to answer questions. Professor Torgalkar is at the CUDC. She will take most of the office hours responsibility because of her proximity to the campus. She is available by appointment.

Objectives:

This seminar is about understanding and evaluating the quality of urban places. The course has three main objectives:

1. To deepen students' understanding of public space and public life through readings and discussions in urban design theory and through observation and analysis of urban conditions in the City of Cleveland.
2. To develop students' knowledge and understanding of the practical tools of urban design.
3. To provide an introduction to graphic communication techniques, and to help students expand and refine their skills in spatial analysis through drawing and diagramming urban conditions.

Requirements

The seminar consists of

- lecture/discussion on urban design fundamentals,
- student-led discussion of assigned readings,
- in-depth tours of urban settings, and
- graphics workshops, focusing on hand-drawing techniques
- computer-based drawing that is oriented toward the required design solutions of the final project.

NOTE Active, engaged participation in class discussions and tours is essential. Students are also required to maintain a sketch book over the course of the semester and to complete an individual research project focusing on an urban location of their choice. (See pages 6-7).

Grading

- Walking Tour Reports/Assignments: 30%
- Sketchbook: 20%
- Individual project: 40%
- Class participation and attendance: 10%

FTP site:

The Urban Design Center maintains an FTP site that we can use to share information throughout the course. Readings and source materials will be posted to the FTP site and students are encouraged to use the site to share ideas, photographs, etc. To use the FTP site, go to:

ftp://131.123.146.100

User name: udcfriend

Password: 03ftp1

There is a folder on the site labeled "CSU PDD 608" which will be for our use during the semester.

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WEEK 1

Introduction to Urban Design

Gauri Torgalkar and Charles Harker

- 9:00-10:30 Introduction and class logistics
Field Report/Sketchbook fundamentals
Requirements for individual projects
Resources of the Urban Design Center that will be available to students
- 10:30-12:30 Video: “The Social Life of Small Urban Spaces” William H. Whyte**

LUNCH—then meet at the fountain in Tower City

1:00-5:00 WALKING TOUR 1: From Public Square to the Flats—Tower City and the “Center of the Center,” The New in the Old, Public Square- and the “Urban Room,” The loss of a Wall, The Civic Center, The Edge of the WD-Issues of Building Scale, “Is this place Boring?,” Opportunities for Place Making, Housing & Retail, Transition to the Flats, Eyesore to Entertainment District, The River and The Rail, “It’s OK to have Fun!” The Origin of Cleveland, A Place of Bridges, Public or Private Spaces.

Discussion includes urban design scales: Building, Block, Neighborhood, District, Region

Readings for Week 2:

1. Jere Stuart French. *Urban Space: A Brief History of the City Square*. Dubuque, Iowa: Kendall/Hunt, 1978.
‘Form: The Structure of Urban Space,’ pp. 11-23.
2. Kevin Lynch. *The Image of the City*. Cambridge, MA: MIT, 1970.
‘The City Image and Its Elements,’ pp. 46-90 and ‘City Form,’ pp. 91-117
3. Peter Calthorpe. *The Next American Metropolis*. New York: Princeton Architectural, 1993.
‘Parks, Plazas, and Civic Buildings,’ pp. 90-94, ‘Street and Circulation System,’ pp. 95-100, ‘Pedestrian and Bicycle System,’ pp. 101-103, ‘Transit System,’ pp. 104-107.
4. Mike Lin. *Drawing and Designing with Confidence: A Step by Step Guide*. New York: Wiley and Sons, 1993.
‘Rendering Techniques,’ pp. 21-32, ‘How to Sketch,’ pp. 139-148, ‘Design Process,’ 149-188.

WEEK 2

Understanding and Documenting Urban Places

Gauri Torgalkar and Charles Harker

9:00-12:00 Graphics Workshop: Hand sketching and diagramming techniques (GT)

12:00-Meeting to plan for the field trip

12:15-1:30 Drive to Streetsboro—Fast food lunch in transit and Meet at the Bob Evans restaurant on the corner of I-480 and Rte 303.

1:30-5:00 Windshield tour: Streetsboro—where is the center?, Main Street as Highway, Decisions made or not made, Strip City. **Hudson**—Main Street, Village Square, Small town, The Academy, New Urbanism as Development Strategy. **Peninsula**—Unique community, The National Park, The Cuyahoga River, A Community for the Arts, Tourists vs Residents, The Prediction of Change

Readings for Week 3:

1. Georgia Daskalakis, Charles Waldheim, and Jason Young, eds. *Stalking Detroit*. Barcelona, Actar, 2001.
Dan Hoffman, ‘The Best the World has to Offer,’ pp. 42-47 and Charles Waldheim and Marli Santos-Munne, ‘Decamping Detroit,’ pp. 104-121.

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2. Mohsen Mostafavi and Ciro Najle, eds. *Landscape Urbanism: A Manual for the Machinic Landscape*. London: Architectural Association, 2003.
Mohsen Mostafavi, 'Landscapes of Urbanism,' pp. 4-9 and Inaki Bbalos and Juan Herreros, 'Journey through the Picturesque (a notebook),' pp. 52-57. David Walters and Linda Luise Brown. *Design First: Design-based Planning for Communities*. Burlington, MA: Architectural Press, 2004.
'Devices and Designs: Sources of Good Urbanism,' pp.75-93.
3. John Chase, Margaret Crawford, and John Kaliski, eds. *Everyday Urbanism*. New York: The Monacelli Press, 1999.
4. John Kaliski. 'The Present City and the Practice of City Design,' pp. 88-109.

WEEK 3

Understanding and Documenting Urban Places, part 2
Charles Harker and Gauri Torgalkar

- 9:00-10:00 Student led discussion of the readings
- 10:15-12:30 Lecture by Charles Harker "The Orchestration of Space"
The vocabulary of Kevin Lynch "The Image of the City"
EXERCISES--Urban Form and the work of Camillo Sitte
- 12:30-1:30 LUNCH
- 1:30-5:00 **Graphics Workshop: Freehand Perspectives and Computer techniques (GT)**

Readings for Week 4:

1. Richard Hayward and Sue McGlynn. *Making Better Places: Urban Design Now*. Oxford, Butterworth Architecture, 1993. 'Developing Skills for Development Controllers', pp 10-18
2. Kaiser Rangwala. 'Retooling Planners,' *Places*, Spring 2005, pp. 84-85.
3. Congress for the New Urbanism. *Charter of the New Urbanism*. New York: McGraw Hill, 2000.
Bill Lennertz, 'The economic health and harmonious evolution of neighborhoods, districts, and corridors can be improved through graphic urban design codes that serve as predictable guides for change,' pp. 109-112.
4. Urban Design Associates. *The Urban Design Handbook: Techniques and Working Methods*. New York, W.W. Norton and Company, 2003.
'The Urban Design Process: 3 Phases,' pp. 57-129.
5. Sucher, David. *City Comforts: How to Build an Urban Village*. Seattle, City Comforts Press, 1995.
'How to Build an Urban Village,' pp. 7-23.
6. James S. Russell, ed. *The Mayors' Institute: Excellence in City Design*. Washington, DC: National Endowment for the Arts, 2002.
Alex Krieger, 'Rules for Designing Cities,' pp.104-111.

WEEK 4

Urban Design Tools and Practice
Steve Rugare, Charles Harker and Gauri Torgalkar

- 9:00-10:00 Student-led discussion of readings for week 3 and 4
- 10:30-12:30 Guest Speaker Professor Steven Rugare "The Shrinking Cities Syndrome"
- 12:30-1:30 LUNCH
- 1:30-5:00 **Google Sketchup techniques with Gauri Torgalkar**

Readings for Week 5:

1. City of Cleveland Waterfront Plan: <http://planning.city.cleveland.oh.us/lakefront/cpc.html>
2. Urban Land Institute. *Remaking the Urban Waterfront*. Washington, DC: ULI, 2004. 'Waterfront Design,' pp. 46-63.

Richard Marshall, ed. *Waterfronts in Post-Industrial Cities*. London: Spon Press, 2001.

Richard Marshall, 'Contemporary Urban Space-making at the Water's Edge,' pp. 3-14.
Rinio Bruttomesso, 'Complexity on the Urban Waterfront,' pp. 39-49.

WEEK 5

Urban Design Tools and Linkages: The pedestrian in the urban Fabric
Steve Rugare, Charles Harker and Gauri Torgalkar

Linkage: *The Pedestrian within the Urban Fabric*

9:00-12:30 Graphics Workshop (GT): Photoshop and Sketchup-Focus on Individual Projects

GT Signup sheets for individual meetings with CH and GT for Week 6 session

12:30-1:30 LUNCH

MEET 1:30 At the Free Stamp by City Hall

- 1:00-5:00 TOUR 3: LINKAGES: From the Waterfront to Jacob's Field—The Ninth Street Corridor, the Waterfront linkage, Multiple Barriers, The Inner Harbor, The Convention Center, Burnham's Mall, Managing Urban Blight, Utilization by Consumption, Mall A, A Tale of Two Additions, The Cleveland Arcades, Problems of service, Jacob's Field and Quicken Arena, and Urban Blight Revisited—A New Sports District--National Image for Cleveland.

Readings for Week 6:

1. *Connecting Cleveland State*, CSU's Campus Master Plan, 2004.
2. Daniel R. Kenney, Ricardo Dumont, and Ginger Kenney. *Mission and Place: Strengthening Learning and Community through Campus Design*. Westport, CT: Praeger Publishers, 2005. 'Meaningful Places,' pp. 73-83. 'Environment and Sustainability,' pp. 152-167.
3. Jacobs, Allen B. *The Boulevard Book*. MIT, 2000. 'Introduction,' pp.2-9.
4. *Places: Considering the Place of Campus*. Spring 2005. Frances Halsband. 'Campuses in Place,' pp. 4-11. Carol T. Christ. 'Living in Public,' pp.22-25

Additional Reading:

Richard LeGates and Frederic Stout. *The City Reader* (second edition). New York, Routledge, 1996.
Allan Jacobs and Donald Appleyard. 'Towards an Urban Design Manifesto,' pp. 491-502.

(More to follow)

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WEEK 6

Gauri Torgalkar and Charles Harker
Preparation for the Final Project

9:00-12:00 **Integration of Graphics and Written report (GT and CH)**

Planning of the Final Presentation-sign up for presentation times, review of requirements

Signup sheets for individual meetings with students with CH and GT

LUNCH

1:00-5:00 CH/TG *Scheduled meetings with individual students to review their presentations and reports*

WEEK 7

STUDENT PRESENTATIONS 1

SKETCHBOOKS DUE AT THE BEGINNING OF THE CLASS PRESENTATION

PRESENTATION *FORMAT*

Final Research Paper (see project description) and Slide Presentation (Powerpoint)

9:00-12:00 Student Presentations (6 students)

12:00-1:00 LUNCH

1:00-6:00 Student Presentations (6 students)

WEEK 8

STUDENT PRESENTATIONS 2

SKETCHBOOKS DUE AT THE BEGINNING OF THE FINAL CLASS SESSION

SKETCHBOOKS DUE AT THE BEGINNING OF THE CLASS PRESENTATION

PRESENTATION *FORMAT*

Final Research Paper (see project description) and Slide Presentation (Powerpoint)

9:00-12:00 Student Presentations (6 students)

12:00-1:00 LUNCH

1:00-6:00 Student Presentations 6 or remaining students)

DESCRIPTION OF THE PROJECT

Students will analyze and document an urban neighborhood or setting of their own choice over the course of the semester. The objectives of this project are to

- sharpen your powers of observation by taking a close look at a place that matters to you,
- introduce you to a wide range of primary and secondary source material for urban analysis, and
- develop / refine your skills in written, graphic, and oral analysis and communication.

Meaningful urban design comes from a deep understanding of place and context. Your assignment for your individual project is to provide a complete and compelling picture of a good urban place. Please note that “good” does not mean “perfect” and you are encouraged to select a site that you value, even if it has some negative attributes. In fact, those that are already “perfect” probably require only minor changes, and the difficulty in making meaningful change may be limited.

Recommended Timetable for Individual Projects: *Urban Design Analysis*

<i>SITE SELECTION</i>	<i>Week 2-3</i>
<i>ANALYSIS</i>	<i>Week 3-4-5</i>
<i>REVIEW</i>	<i>Week 6</i>
<i>DUE</i>	<i>Week 7</i>

NOTE Adherence to the above timetable helps to insure that you are will be able to meet the final deadline for presentations, and for the scheduled times during session that are set aside for group or individual in class workshops or discussion of your term project.

Walking Tours: A series of walking tours will take place in throughout the course. Students will be required to submit a Field Report on each tour. The tour will provide insight into the kinds of observation that will be required for this paper. The field reports will provide a sequence of opportunities to make field observations and then to write about them in technical report form. The final paper will be similar in overall format and intent. Examples of past papers will be provided and discussed in class.

Site selection: Your site can be a public square or green space, a residential block, a commercial node, a mixed use district, etc. A list of suggestions follows, but feel free to choose a place that is not on the list. The only requirement is that your chosen location must be easily accessible to you. You will need to spend considerable time actively observing your focus area, so choose a place you can get to and feel comfortable visiting. Locations within the City of Cleveland or Cuyahoga County are strongly encouraged, since it will be easier to get base data and other information if your site is close to home. Please consider these factors carefully as you choose your site.

Site observation: This project is an exercise in observation, so clear your mind of pre-conceptions. Do not let knowledge you have about the area from your own experience, other classes, or academic research get in the way of careful, objective observation. In your initial site visits, you should thoroughly document what you actually see. Record your observations with notes, photographs, sketches, and diagrams. Plan to spend at least 1-1/2 hours on your initial visit, with repeat visits as needed. The following considerations might be relevant:

Buildings

- What kinds of buildings are there? (residential, commercial, retail, industrial, etc.)
- How are the buildings currently used?
- Are the buildings well maintained?
- When were the buildings constructed? (an estimate is fine)

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- Why were they built and have the uses changes?
- How are they painted or decorated? Look at doors, windows, signage, landscaping, etc.
- Is there evidence of remodeling, rehabilitation, or other reinvestment?
- Are there attractive or unattractive features? (rooftop antennas, graffiti, billboards, murals, etc.)

Setting

- Are streets wide or narrow; is the street network complex or straightforward?
- How do buildings relate to the streets?
- How does parking work?
- Are there sidewalks, bike racks, benches, waste receptacles, or public art?
- How well is the infrastructure maintained?
- What about environmental quality? Are there trees and green space? What is the air quality like? Is there evidence of noise pollution or light pollution? What about trash?

The Social Context

- How many people are there? Does the place feel crowded, active, secluded, abandoned?
- What kinds of people are there? (age, gender, race, ethnicity, family composition)
- Is the population homogeneous or diverse?
- Are there lifestyle clues in peoples' clothing and appearance?
- What are people doing?
- Do you feel safe in this place? Does any aspect of the place make you feel uneasy? (*Note: please keep your personal safety in mind at all times. Refrain from selecting an overtly unsafe place for this assignment, and use the "buddy system" whenever possible*)

Keep in mind that some of these criteria may be irrelevant to your site. But try to be as detailed as you can and avoid generalizations. Are there other characteristics of your site that are worth noting? What else have you noticed about the physical environment or activity in this place? Plan to visit your site at different times of day and different days of the week to get the most complete picture of the place.

The video "The Social Life of Small Urban Spaces" and related class discussion is intended to address these issues

Secondary Source Material: After you have spent time carefully observing your site, collect any other relevant data such as current or previous plans for the area, historic records, photographs or postcards, aerial photographs, current or historic base maps, zoning and land use information, oral histories, census data, etc. The UDC has ample resources available to help you with this task, especially if your site is in Cleveland or Cuyahoga County. Use this information to enhance your understanding of your site. Specifically, try to identify:

- History: Ethnic groups that originally settled in the area, and ways that ethnic composition may have changed over time
- Land Use: Ways that land uses and building functions have changed over time
- Historic events: actions that may have shaped or re-shaped the area
- Urban Form: Ways in which your specific area fits into the larger physical structure of the city
- Current Intervention: On-going or future efforts at preservation, revitalization, or redevelopment

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- **Urban Forces:** Issues facing the area, such as crime, migration, disinvestment, poverty, etc. What are the implications of these issues for the physical form of the place?

Case Study: Research similar projects from other neighborhoods, regional and/or national cities that might provide insight to potential solutions for your site. Include images and discuss the relevance of these for your site.

Design Recommendations: Based on what you have observed and discovered about your site, the final part of this project is to make recommendations about how it might be improved. This aspect of the project should **include before and after photographs or drawings** of the area, photographs depicting successful design interventions from other places, and a written description of your recommendations.

Final Products:

Compile your observations, research, and analysis into a clear, comprehensive report. The *products* of this project will include:

- A 10-15 minute **Power Point Presentation** of the highlights of your report, presented in class during the session of **Week 7**. The presentation should run approximately 10 minutes with a five minute allowance for comments and discussion by faculty, jurors and classmates.
- An **Illustrated Final Report** that documents your chosen focus area, to be submitted on **Week 7**--the last day of class. Photographs of the site. Hand or computer graphics that document your recommended interventions are required. Remember to include hand sketching you have learned in class to record your observations if possible.
- The **Sketchbook** will be turned in to Professor Torgalka at the same time as the final report and verbal presentation. As a working tool, the sketchbook should include assigned drawing exercises, as well as field notes and observations from the site visits, site analysis (CAT & MOuSE) and other related notes.

SUGGESTED SITE LOCATIONS

The following are suggested sites.

You may choose from among those listed below, or choose another site that you find interesting. Please make sure that you have reviewed the site selection and received approval of the site prior to working on your urban analysis. It is recommended that you choose a site that is readily accessible to you, so that multiple visits are easily accomplished in the site investigation period.

Little Italy
Crocker Park
Mill Creek
Playhouse Square
Cedar/Fairmount
Eco Village
Midtown Corridor
The Flats
Euclid Corridor

University Circle
Shaker Square
Beacon Place
Miles Park
North Coast Harbor
Downtown Lakewood
Gateway District
Franklin Avenue
CSU North Campus

Clifton Boulevard
Warzawa (Slavic Village)
West 25th & Lorain Avenue
Coventry Village
Tremont / Lincoln Park
Berea Road
Downtown Chagrin Falls
Streetsboro and I-271
Hudson/Peninsula

SCHEDULE OF CLASS SESSIONS
Fall 2008

All classes are scheduled for alternate Saturdays from 9am to 5pm as noted below:

Week 1	August 23
Week 2	September 6
Week 3	September 20
Week 4	October 4
Week 5	October 18
Week 6	November 1
Week 7—Final Presentations 1	November 15
Week 8—Final Presentations 2	November 22