San José State University | Urban and Regional Planning Department

URBP 232 – Urban Design Studio, Spring 2020

Basic Course and Instructor Contact Information

Instructor:	Kristen Hall
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Office hours:	By appointment please
Class days/time:	Thursdays 7:30pm – 10:15pm
Classroom:	WSQ 208
Prerequisites:	URBP 231, or instructor consent
Units:	4

Course Catalog Description

Through fieldwork and laboratory assignments, the student applies urban design theories, methods and principles to a current urban development issue. Prerequisite: URBP 231 or instructor consent.

Course Description and Course Learning Objectives

This course is concerned with the making and remaking of the urban environment. The field of urban design involves the thoughtful creation and integration of a variety of elements from plazas, walkways, seats, and landscaping to streets, blocks, and buildings that contribute to urban form, flow, character, and vitality. As a discipline, it thinks about circulation, density, urban form, history, and social demographics that make up and support the functionality of a city. In this course we will explore opportunities to create humane spaces and places using effective principles and techniques of urban design. Concerns of social equity, sustainability, resilience, and economic development will frame our analysis and provide a lens to engage design thinking about land use and the public realm. In particular, this semester we will explore how policy can inform the way we design the built environment to address problems like the housing crisis, flooding, and social isolation.

The class will address design problems through studio work, which will act as an outlet for student creativity, critical thinking, and knowledge sharing. Students will conduct qualitative and quantitative research, perform precedent and field studies, and prepare professional design presentations. These activities will be supplemented with lectures and discussions, with the addition of professional guests to supplement our learning in specific areas. Working individually and in teams, students will have the opportunity to engage with real-world design problems and design professionals to develop proposed design interventions and implementation strategies for the area between Google's Diridon Transit Village and Downtown San Jose, including a portion of the Guadalupe River Park and the freeway. We will have at least one site visit, and there will be opportunities to attend community workshops and/or City Council study sessions about this project, as it is an area that is currently being planned for.

Upon successful completion of the course, students will be able to:

- Collect, synthesize, and communicate data for urban settings through visual representation.

- Think critically about the public realm through the lenses of social equity, history, economic development, ecology, and mobility.
- Apply principles of urban design to real world planning problems with real clients such as community citizens, and professional planners and designers.
- Familiarize themselves with the significance of case studies and contemporary solutions to inform current and future urban development.
- Work on urban design problems at multiple scales, from small elements such as pedestrian improvements, parks, and streetscapes that contribute to the public realm, to larger scale analysis of neighborhoods, districts, and regional networks.
- Develop ideas and concepts and translate them into design conventions utilizing a variety of tools and techniques such as sketching, computer aided drawing, and 3-D modeling.
- Work effectively with classmates though hands-on team projects.
- Speak to and collaborate with designers, policy makers, and everyday community members.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 1a, 1b, 1e, 2a, 2b, 2d, 2e, 2f, 3a, 3b, 3d, 3e. A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

Required Course Readings

We will read all or parts of the following texts. They are mainly available online, either directly or via the library's website, or are in a few cases on physical reserve at the library's course reserve desk. You should only need to actually buy the books if you are interested in owning a copy (which I certainly recommend, but by no means require).

- Carmona, Matthew. 2013. The Place-Shaping Continuum: A Theory of Urban Design Process. *Journal of Urban Design*, 19(1), 2-36. (online: https://www.tandfonline.com/doi/full/10.1080/13574809.2013.854695?scroll=top&needAccess=true)3)
- Castor Warren, Emily. 2017. A New Vision for Los Angeles Streets. Medium, Sept 2017. (online: https://medium.com/sharing-the-ride-with-lyft/a-new-vision-for-los-angeles-streets-74613e2f0dba)
- City of San Jose. 2002. Guadalupe River Park Masterplan. (online: https://www.grpg.org/Files/GuadalupeRiverParkMasterPlan.pdf)
- City of San Mateo. 2015. Sustainable Streets Plan. Nelson Nygaard. (online: https://www.cityofsanmateo.org/DocumentCenter/View/63263/Sustainable-Streets-Plan?bidId=), Chapter 1.
- Congress for the New Urbanism. 1998. *Charter of The New Urbanism*. (online)
- Deruy, Emily. 2019. Google unveils its vision for downtown San Jose transit village. The Mercury News, August 25, 2019. (online: https://www.mercurynews.com/2019/08/22/google-unveils-the-first-details-of-its-downtown-san-jose-transit-village/)
- Hall, Kristen. 2017. 4 Important Things to Consider When Designing Streets for People, Not Just Cars. *Archdaily*, March 2017. (online: https://www.archdaily.com/867390/4-important-things-to-consider-when-designing-streets-for-people-not-just-cars)

- Hood, Walter. 2018. How urban spaces can preserve history and build community. www.ted.com. (online: https://www.ted.com/talks/walter_hood_how_urban_spaces_can_preserve_history_and_build_community/up-next)
- Huttenhoff, Michelle. 2019. Re-envisioning the Guadalupe River Park, April 2019. (online: https://www.spur.org/sites/default/files/publications_pdfs/SPUR_Re-envisioning_the_Guadalupe_River_Park.pdf)
- Jacobs, Allen. 1993. Great Streets. *Access Magazine*, 1(3), 23-27. (ejournal)
- Manzo, Lynn & Douglas Perkins. 2006. "Finding Common Ground: The Importance of Place Attachment to Community Participation and Planning," *Journal of Planning Literature* 20(4).
- Rojas, James. 2010. "Latino Urbanism in Los Angeles" (pp. 36-45) in Jeffrey Hou's *Insurgent Public Space*. (ebook).
- Steel, Carolyn. 2009. How food shapes our cities. www.ted.com. (online: https://www.ted.com/talks/carolyn_steel_how_food_shapes_our_cities/up-next?language=en)
- Terplan, Egon. 2014. The Future of Downtown San Jose. SPUR Planning Report, March 2014. (online)

The following readings are not individually assigned, but may be referenced for your studio work.

- Markusen, Ann & Anne Gadwa. 2010. *Creative Placemaking*, National Endowment of the Arts Whitepaper. (online) https://www.arts.gov/sites/default/files/CreativePlacemaking-Paper.pdf
- McHarg, Ian. 1971. Design with Nature. Philadelphia, The Falcon Press. (online)
- Steiner, Frederick & Kent Butler. *Urban Design and Planning Standards.* Hoboken: Wiley, 2007. ISBN: 9780471475811. (ebook and library course reserves)
- Whyte, William H. 1980. *The Social Life of Small Urban Spaces*. New York: Project for Public Spaces. (library course reserve and findable online)

Course Requirements and Assignments

Your grade for the course will be based on the following assignments and other activities:

Requirements	Due Date(s)	% of Grade	Course Learning Objectives
PARTICIPATION Participate in class discussion and presentations and demonstrate active engagement with and comprehension of course themes. See Classroom Protocol.	n/a	15%	1, 2, 3
INDIVIDUAL ASSIGNMENTS All students will be responsible for individually completing a series of small assignments throughout the course. These include readings, sketching, and digital visualizations.	various	15%	1, 2, 4
PRECEDENTS STUDY In groups, students will research and analyze applicable policies, area plans and design guidelines, and local precedents for project areas. Students will graphically present their analysis in a slide presentation.	Feb 13th	10%	1, 2, 3, 4
FIELDWORK, ENGAGEMENT, ANALYSIS *	Feb 20th	10%	1, 2, 3

In groups, students will conduct on-site fieldwork, attend community engagement events, and perform analysis related to their assigned area. Groups will present their analysis in class. *Engagement unit assignment			
DESIGN DEVELOPMENT MID-REVIEW In teams, students will develop design recommendations and implementation strategies for the study area. This work will be presented in a series of images plotted on large-size sheets / poster boards (not smaller than 11x17).	April 9th	25%	1, 2, 3, 4
DESIGN DEVELOPMENT FINAL PRESENTATION In teams, students will develop a final set of design recommendations for their assigned area. This work will be presented to a jury of professional experts in a series of images plotted on large-size sheets / poster boards (not smaller than 11x17).	May 14th	25%	1, 2, 3, 4

Detailed instructions for each assignment will be discussed and distributed in class and posted as necessary on the course website. Different expectations for undergraduate students as opposed to graduate students will be explained in detail.

Presentation, clarity, organization, and formatting are essential parts of both written and visual work – all the more so in a design studio. Please consider these things as crucial in your work, and make sure that your slideshows and printed submissions preserve them (i.e. pick software and file formats that you're comfortable with and maintain compatibility across applications; be aware that google and word docs can be especially finicky ad frustrating in these departments).

Late Assignments

Assignments are due on the dates stated above. Because whole class meetings will be devoted to presentations and reviews, work must be completed on time and will be assessed as-is in class. Written assignments will be accepted with a grade reduction by one half-step letter grade per day late. For example, if an assignment warranted an "A" and was 1 day late, the final grade would be an "A-"; after two days, "B+," three days "B," and so on.

Final Examination or Evaluation

This course is evaluated through multiple assignments and class participation. The final assignment – the completed design proposal and presentation – is due during the final exam period meeting.

Calculation of Course Letter Grade

The course grade consists of both individual and group assignments, including pin-ups and presentations in class, with each worth a number of points corresponding to percent of course grade (i.e. an assignment worth 15% is worth 15 points), and a final 10% allotted based on an evaluation of active engagement with, participation in, and contribution to class. Points on all assignments can be added up to determine course grade (out of 100 possible).

For course letter grade: A+ (98 and above); A (93 to 97); A- (90 to 92); B+ (87 to 89); B (83 to 86); B- (80 to 82); C+ (77 to 79); C (73 to 76); C- (70 to 72); D+ (67 to 69); D (63 to 66); D- (60 to 62); F (below 60)

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. For this class, you will have to undertake additional activities outside the class hours such as completing the assigned reading, visiting your field site, meeting with your team members, and completing assignments (including preparing for the presentation). Details on how to complete these activities will be provided in class.

For the 1-unit engagement unit, the instructor will spend an additional 15 hours per semester on activities such as: designing the engagement unit activities and the related assignments, coordinating with community partners to implement the activities, advising students outside of class on a weekly basis as needed, and grading the engagement unit activity assignments.

Classroom Protocol

Students are expected to attend every class session and come prepared with any readings and assignments completed, ready to fully participate. Since much of the class is organized around in-class instruction, group work, and studio work time, attendance is crucial to success. Students are expected to be set up for studio by the time class begins. If the class is a presentation day, punctuality is especially required, as a courtesy to fellow students. When possible, you are to participate as an audience for you peers' presentations.

A related note on screens: I understand that many students use computers to view course readings, take notes, etc. Some days we may all be working on computers as a class. In other words, I'm not interested in prohibiting having computers out in class. But, I would simply like to remind you that it is obvious when someone is doing something else online or paying more attention to a screen than to a lecture, and doing so is a great way to lose participation points. Nobody is good at pretending to pay attention when they are not.

Studio Culture

The studio environment is an outlet for your creativity and thoughts and is taught through both group discussions and critiques given by the instructor. Students can expect desk reviews and pin-ups several times throughout the semester. Critical input is meant to stimulate you in a challenging way so that you move ahead in a positive and thoughtful direction with a growing intensity. It is expected that everyone will make mistakes, and have an opportunity to learn from them in a safe and open learning environment. Work that generates insight is valued over high production quality. Significant progress on each project is expected between class meetings.

Course Materials

Recommended tools for purchase: sketchbook/leftover printer paper, felt-tip markers, pencil, camera (phone is fine), roll of trace paper, and drafting dots/tape. You will also need a laptop computer (or access to a computer via the URBP computer lab in WSQ 208) with a mouse, and loaded with Adobe Illustrator and Trimble SketchUp, and a USB flash drive or cloud storage account with easy share function for presentations.

Course Computer Applications

- Adobe Photoshop
- Adobe Illustrator
- Adobe InDesign
- Trimble SketchUp
- Microsoft PowerPoint

Much of this is available free for students through the university at this link: http://its.sjsu.edu/services/software/index.html or for free or reduced price from the developer. It is all on the computers in the lab in WSQ 208.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation Style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. (The book is also relatively inexpensive, and you may wish to purchase a copy.) Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. Students may use either of the styles in this course, as long as they pick one or the other to use consistently throughout any given assignment.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

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Course Schedule

*Readings listed here are assigned on the day they are listed and are to be completed before the next class session. Schedule is subject to change with fair notice – in particular, we need to confirm dates for site visits and community presentations, and will likely have a couple of guest speakers. Any changes will be announced in class well in advance.

Date	In Class Work	Assignment and Readings to Complete for Next Class
Jan 23	**Introduction** Introductions, Syllabus, Studio Culture	**Readings** Carmona, Matthew. 2013. The Place-Shaping Continuum: A Theory of Urban Design Process. *Journal of Urban Design*, 19(1), 2-36. (online) Congress for the New Urbanism. 1998. Charter of The New Urbanism. (online) Lynch, Kevin. 1960. The Image of the City. Cambridge, MIT Press. Chapters I and III.
Jan 25	*Saturday: Google Downtown West Design Workshop #2 Location: 20 South Autumn Street, San Jose; Session 1: 1:00-2:30pm; Session 2: 3:00-4:30pm	
Jan 28	*Tuesday: San Jose City Council Study Session: Diridon Station Area Concept Plan Location: San Jose City Hall, Council Chambers @ 6:00pm	
Jan 30	**The Scale and Image of the City** Lecture: The Scale and Image of the City Introduction to the site Begin drawing with UD standards in class	**Assignment** Individually hand sketch urban elements of the site: 1) Edges, nodes, paths, landmarks, districts; 2) Street rooms, organized along a transect from urban to rural. **Readings** Manzo, Lynn & Douglas Perkins. 2006. "Finding Common Ground: The Importance of Place Attachment to Community Participation and Planning," Journal of Planning Literature 20(4). Rojas, James. 2010. "Latino Urbanism in Los Angeles" (pp. 36-45) in Jeffrey Hou's Insurgent Public Space. (ebook). Hood, Walter. 2018. How urban spaces can preserve history and build community. www.ted.com. (online)
Feb 6	**Urban Design and Social Identity** Pin up sketches, discuss together Lecture: Urban Design and Social Identity	**Assignment** In teams, create a presentation to teach your classmates about a given Precedent, focusing on analysis and insight. **Readings: Before Site Visit** Deruy, Emily. 2019. Google unveils its vision for downtown San Jose transit village. *The Mercury News.* August 25, 2019. (online)

		Huttenhoff, Michelle. 2019. Re-envisioning the Guadalupe River Park. April 2019. (online)
		Terplan, Egon. 2014. The Future of Downtown San Jose. SPUR Planning Report, March 2014. (online)
Feb 9	*Sunday: Site Visit with Michelle Huttenhoff TBC	
Feb 13	**Precedents and Typologies** Discuss learnings from site visit Students present Precedents, discuss - especially related to learnings for our site Discuss maps assignment – determine maps and layers Lecture: Precedents and Typologies	**Assignment** Work in teams using GIS and other resources, to create analysis maps of the site and its context, bringing together two or more factors to arrive at an insight. **Readings** Castor Warren, Emily. 2017. A New Vision for Los Angeles Streets. Medium, Sept 2017. (online) City of San Mateo. 2015. Sustainable Streets Plan. Nelson Nygaard. (online) Chapter 1. Jacobs, Allen. 1993. Great Streets. Access Magazine, 1(3), 23-27. (ejournal) Hall, Kristen. 2017. 4 Important Things to Consider When Designing Streets for People, Not Just Cars. *Archdaily*, March 2017. (online) Steel, Carolyn. 2009. How food shapes our cities. www.ted.com. (online)
Feb 20	**Sustainable Mobility** Lecture: Sustainable Mobility (guest lecturer Gerry Tierney TBC) Begin work on Sketchup Assignment	**Assignment** Individually in SketchUp: make a digital model of your precedent district and create a fly-through. Export to video and put in shared folder. **Readings** Spirn, Anne Whiston. 2001. The Authority of Nature: Conflict, Confusion, and Renewal in Design, Planning and Ecology. Ecology and Design. Island Press. p 29-43. City of San Jose. 2002. Guadalupe River Park Masterplan. (online)
Feb 27	**Ecological Urbanism** Review fly-throughs, discuss learnings Lecture: Ecological Urbanism (guest lecturer Willett Moss and member of GRP Conservancy TBC)	**Assignment** Individually write a Position Statement: a vision for the San Jose Stitch. Propose a policy approach to land use mix, open space configuration, key circulation needs, and placemaking components.
Mar 5	**Taking a Position** Discuss position statements – come to a collective policy position/brief to guide our design Assign Mid-Review project	**Assignment** Mid-review project: Work in teams to develop a framework plan for the site (Including land use, circulation, open space, landmarks, height and density plans. Define districts and illustrate them with narrative concepts and reference images)
Mar 12	In-class working session	Work on mid-review project
Mar 19	In-class working session Optional Illustrator Lab (if desired)	Work on mid-review project

Mar 26	In-class working session	Work on mid-review project
Apr 2	*Spring Break - No class*	*Rest and Relax!!!*
Apr 9	**Mid-Review: Framework Plan**	**Assignment** Assign Final Review: Work in teams to refine your framework using the mid-review feedback. Also add street sections and three representations of key places within the plan area. (A representation can be a rendering, an animation, a physical model, a cartoon storyboard, etc.)
Apr 16	In-class working session	Work on final review project
Apr 23	In-class working session	Work on final review project
Apr 24	*San Jose City Council Working Session: Diridon Station Area (Location, San Jose City Hall: Council Chambers, time TBA)	
Apr 30	In-class working session	Work on final review project
May 7	In-class working session	Work on final review project
May 14	**Final Review**	