SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 231 – URBAN DESIGN IN PLANNING
URBP 151 – INTRODUCTION TO URBAN DESIGN
FALL 2020

Instructor:	Gordon Douglas, PhD
Office location:	n/a
Email:	gordon.douglas@sjsu.edu
Office hours:	Wednesdays 12:30pm - 1:30pm and Thursdays 1:00pm - 3:00pm (by appointment please)
Class days/time:	Tuesdays 4:30 – 7:00 PM
Classroom:	Zoom!!
Prerequisites:	None for 231
	Upper division standing or instructor consent required for 151.
Units:	4

Course Catalog Description

URBP 231: Urban design as part of the planning process; contemporary and historic urban design thought and ways of improving design quality in the urban environment.

URBP 151 / DSIT 151: Principles, goals and methods of the urban design process. Urban design as the comprehensive treatment of the human-made environment. Prerequisite: Upper division standing or instructor consent.

Course Description and Course Learning Objectives

This course provides a graduate-level introduction to the ideas that have shaped the design of cities and the principles informing the practice of urban design. We will explore significant components of theory and practice across the disciplines of architecture, urban planning, and landscape urbanism, and consider how they are intertwined with social, environmental, and cultural factors. The course is mainly organized around the different scales or sites at which urban designers think and work today, but focuses also on important moments of urban design in history, major theories, concepts and critiques, and some key methods for research and practice.

We typically spend part of each session with lecture, discussion, and (as needed) presentations of assignments, but when possible we also spend some of our class time on the streets of San José examining how design of all sorts shapes the city.

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

1. Interpret and assess the contemporary city in terms of both historical contexts and modern urban design principles.

2. Apply design tools and principles to urban spaces across scales, from the fundamentals of wayfinding and social interaction in public space to the sustainability and resilience of metropolitan regions.

3. Describe how urban design decisions can both shape and reflect local character, economic development goals, or planning priorities.

4. Demonstrate basic design skills through visual presentations of a site design proposal.

Planning Accreditation Board (PAB) Knowledge Components

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

Required Course Texts

All required readings are listed by week in the **course schedule** below. Most of these readings are available digitally via the library or elsewhere online.

Some of the readings come from the following four books, which you might want to consider purchasing. You should not *need* to actually buy them if you are not interested in owning a copy, because I've taken particular care this semester, knowing that the library is closed and times are tough, to make sure they can be found online. That said, these are nice books for any planner / designer to have on her or his shelf.

Bacon, Edmund. 1974/1976. *Design of Cities*, Revised Ed. Cambridge, Mass.: MIT Press. (Originally published in 1967, the revised second edition(s) dated 1974 and 1976 are what we'll be referring to.)

Jacobs, Allan B. 1995. *Great Streets*. Paperback Ed. Cambridge, Mass.: MIT Press.

Lynch, Kevin. 1982/1984. *A Theory of Good City Form*. Cambridge, Mass.: MIT Press. (Originally published with the above title, the book was republished as *Good City Form* in 1984. They are basically the same.)

Whyte, William H. 1980. *The Social Life of Small Urban Spaces*. New York: Project for Public Spaces. (Again this has been published and republished a few times, any version works.)

The other required readings listed in the course schedule below are either available online (i.e. from electronic journals via the library website), on course reserve, or will be distributed in class/Canvas.

Recommended Software

Adobe Photoshop and other software from the Adobe Creative Cloud suite can be useful in creating the renderings required for the final project. This software is available for download free to students via the university at: http://www.sjsu.edu/ecampus/teaching-tools/adobe/students/index.html

SketchUp is another program that some students fine valuable. An educational version is also available free to students from the developers: https://www.sketchup.com/download

*We will spend one class day on a tutorial for some simple street design collage and rendering techniques using Photoshop.

Course Requirements and Assignments

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

Assignments	Due Date(s)	Percent of Course Grade	Course Learning Objectives Covered
1. Sketch of Four Locations Identify and <u>sketch in perspective or in plan</u> four locations in a city you know well (such as a street, an open space, a configuration of buildings, etc.) to demonstrate each of the four approaches discussed in the Barnett reading.* <u>Briefly explain</u> in a short write-up how each derives from that approach. *Students in 151 may choose three of the four to do.	Sept. 8th	15%	1, 2, 4
2. Street Comparison (Engagement Activity) Analyze two streets in terms of the qualities mentioned by Edmond Bacon, Jan Gehl, Alan Jacobs and others. About 2 pages, written with illustrations. Submit in Word doc or Adobe Spark page.	Oct. 1st	15%	1, 2, 3, 4
3. Essay on Design and Community Character Write a short research paper (around 4-7 pages*) considering the following question: How does the built environment reflect or influence (or both) the cultural character of a place? Consider the question at the neighborhood scale, but include site-specific examples (streets, plazas, buildings, signs, streetscaping) as well as some considerations of the broader city or region. Make sure to discuss both the formal/top-down and informal/bottom-up design elements that characterize a place. *Expected paper length for students in 151 is 3-5 pages.	Nov. 17th	20%	1, 2, 3
4. Neighborhood Re-design Proposal (Engagement Activity)	Dec. 15th	30%	1, 2, 3, 4

Choose an existing area of several city blocks (could be urban neighborhood, suburban town center, industrial district, random edge space…) that you think needs improvement from an urban design standpoint to become a more functional, appealing, sustainable, mixed-use neighborhood. (The site needn't be square – it could be a rectangular site surrounding a length of street you want to focus on, for instance). Visit and analyze the site: conduct a basic land-use survey and observe local activity. Think about what the people who live in, work in, or traverse this area need, want, or would benefit from. Propose a re-design of the area to promote a healthy, just, and sustainable "urban village," including a written justification referencing texts from the course and at *minimum* one site plan and one design illustration showing the interrelationship between building uses, public space, transit, existing infrastructure, etc. Justification includes 'self-critique' (what works and what doesn't). Students will briefly present their projects on the final day of class. *For 151 students this assignment can be completed in groups of 2 if preferred.		
Reading Responses Brought to class on five occasions (a sixth is extra credit) throughout the semester; two points each. Submitted in in Word or in the body of an email.	10%	1, 2, 3
Participation Participate in class discussion and demonstrate comprehension of assigned readings and themes.	10%	1, 2, 3

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

Late Assignments

Assignments are due on the dates stated above and readings are to be completed before class. Because our in-class discussion depends on students having done the reading, and some class meetings will be devoted to presentations and review of student work, assessment will often rely on students being present in class with their work completed. Written assignments will be accepted late with a grade reduction by one half-step letter grade (accidental? semitone?) every day or two it is late. For example, if an assignment warranted an "A" and was one or two days late, the final grade would be an "A-"; after three days: B+, five or six days "B," and so on down.

Final Examination or Evaluation

This course is evaluated through multiple assignments and class participation. The final assignment, a hypothetical proposal for the redesign of a neighborhood site (see above), is due during the final class meeting, during which time students will briefly present their projects.

Grading Information

The course grade consists of four main assignments. The first two assignments are each worth 15% of the grade (15 points each), the next is worth 20% (20 points) and the final project is worth 30% (30 points), with 2 points for each completed Reading Response memo and a final 10% allotted based on an evaluation of course participation.
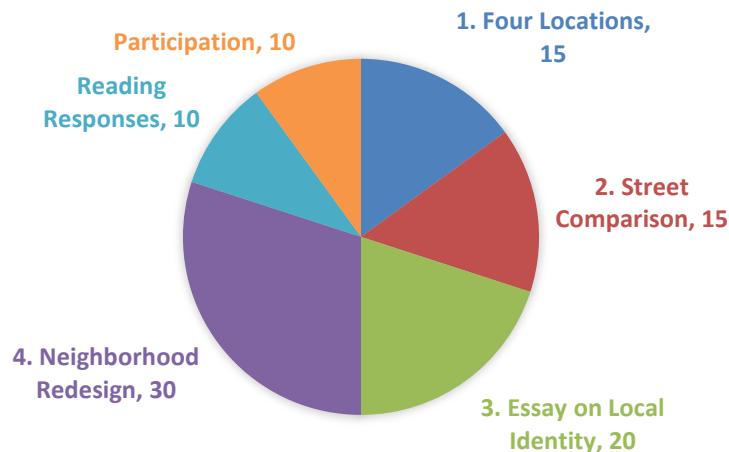
For course letter grade: A+ (98 and above); A (93 to 97); A- (90 to 92); B+ (88 to 89); B (83 to 87); B- (80 to 82); C+ (78 to 79); C (73 to 77); C- (70 to 72); D+ (68 to 69); D (63 to 67); D- (60 to 62); F (below 60).

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. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as completing the assigned reading, visiting your field site, and completing assignments (including preparing for the presentation). Details on how to complete these activities will be provided in class.

Classroom Protocol

Students are expected to attend every class session, logging in on time and prepared with readings and any assignments completed, ready to fully participate in discussion. This is a small graduate seminar style course that relies on student engagement and participation, so my preference is for everyone to be present with their cameras turned on. (That said, I understand that this may not always be possible for everyone for technological and personal reasons. Please just do your best.)

In addition to assigned readings and assignments, course content is conveyed through lecture, discussion, and other class-time activities, so missing class may negatively affect your grade. I will

not be recording class sessions this year. If you miss class, it is your responsibility to obtain class notes or instructions from a colleague in class. Every student is expected to participate in class discussion regularly. Regular participation makes the class more interesting and exciting for all of us!

Most days, class will begin with a lecture relating to the topic and readings for the day; questions and discussion should be part of this lecture, and questions will be asked of students throughout. After a break, we will then move to a period of open discussion where students will be expected to offer their thoughts on the topics in the readings and lecture and how these relate to their experiences and professional work. When assignments are due, we will talk through them and students may be asked to share their work. Some days, we will use some of our class time to go out into the streets nearby and walk around looking at examples of the things we're learning about. Some days we may have a guest lecturer. Changes will be announced at least two weeks in advance.

Accessibility and Accommodations

We all learn in different ways and we all bring different types and levels of academic preparedness to class, depending on everything from life experiences and personal circumstances to individual minds and bodies.

If you believe you face limitations to your access or ability to be a full participant in this class, please inform me of specific challenges or accommodation needs at the start of the course. Students with documented disabilities can register with the Accessible Education Center and receive specific accommodation plans which should be shared with me. Students without documented disabilities who may still need specific accommodations should also reach out to the AEC and/or contact me to discuss specific needs.

I am making my own effort to make this course and all course materials more universally accessible. I am sure it is not there yet. If you notice any course components – whether having to do with technology, readings and assignments, in-class discussion and activities, or even this syllabus – please let me know.

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 Liaison Librarian for the Urban and Regional Planning Department is Peggy Cabrera. If you have questions, you can contact her at peggy.cabrera@sjsu.edu or 408-808-2034.

URBP 231 – URBAN DESIGN IN PLANNING

URBP/DSIT 151 – INTRODUCTION TO URBAN DESIGN

FALL 2020
COURSE SCHEDULE

*Subject to change with fair notice – any changes will be announced in class well in advance. Readings listed here are to be completed *before* that day's class.

Class	Date	Topic, Readings, Assignments Due
1	8/25	**Introduction: What Is Urban Design?** Review syllabus, course expectations, and watch first part of Gary Hustwit's *Urbanized*
2	9/1	**A Brief History of Urban Form** Kevin Lynch. 1981. *Good City Form.* Ch. 1. Form Values in Urban History (pp. 5-36) and Ch. 3. Between Heaven and Hell (pp. 51-72) (*Purchase this book or see Canvas module!) Charles C. Mann. 2006. "Ten Thousand Mounds" and "The Rise and Fall of the American Bottom" (pp. 252-67) from *1491: New Revelations of the Americas Before Columbus*. New York: Knopf. (See Canvas module.) Charles Mann, Peter Dana, and William Doolittle. 2013. Handout: "Humanized Landscapes of the Americas Before 1492" (Handout available on Canvas.) Edmund Bacon. 1974. *Design of Cities.* "Stirrings of the New Order" (pp. 123-27), "18th and 19th Century European Design" (pp.171-85), "Development of Paris" (pp. 187-93), and "John Nash and London" (pp. 201-15). (Purchase this book or see Canvas module.)
3	9/8	**What Does a Good City Look Like? Theories and Perspectives** Kevin Lynch: *Good City Form.* Ch 2. What is the Form of a City and How is it Made? (pp. 37-50) and Ch. 4. Three Normative Theories (pp. 73-98). (*Purchase this book or see Canvas module.) Jonathan Barnett. 2016. *City Design: Modernist, Traditional, Green, and Systems Approaches.* "1. Three City Design Challenges" (pp. 1-12) and "6. An Integrated Way to Design Cities" (pp. 223-37). Available as an e-book via the library https://sjsu-

		primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CALS_ALMA71474120100002901

Badger, Emily. 2019. "A Nobel Winning Economist Goes to Burning Man." *The New York Times* online at https://www.nytimes.com/2019/09/05/upshot/paul-romer-burning-man-nobel-economist.html

Optional: George Avalos. 2020. "Google buys Cisco building, widens north San José holdings." *Mercury News* website*:* https://www.mercurynews.com/2020/04/07/google-buys-cisco-building-north-san-jose-tech-real-estate-jobs-economy/ (we'll discuss their projects class).

Four Locations Assignment due. See Canvas |
| 4 | 9/15 | **City Patterns in Languages and Typologies**

Kevin Lynch: *Good City Form*. Appendix B. A Language of City Patterns (pp. 345-58). Also flip through the whole of Lynch's "Appendix D: A Catalog of Models of Settlement Form" (pp. 373-455). *this is a good opportunity to practice skimming!* Note also that there is an outline of Appendix D on pp. 454-455. (*Purchase this book or see Canvas module.)

David Grahame Shane. 2014. "Block, Superblock, and Megablock: A Short History." *Arcduecitta* online. Translated from the Italian: https://translate.google.com/translate?sl=auto&tl=en&u=http%3A%2F%2Fwww.arcduecitta.it%2F2014%2F01%2Fblock-superblock-and-megablock-una-breve-storia-gavid-grahame-shane%2F

John Spacey. 2016. "Urban Design Elements," *Simplicable* website. https://simplicable.com/new/urban-design-elements

Graham Correil-Allen. 2010-ongoing. *Typology of New Public Sites.* (*Download from the author at http://grahamprojects.com/projects/npst/)

Guest speaker: Graham Correil-Allen, New Public Sites

Reading response 1 due for in class discussion* |
| 5 | 9/22 | **Streets**

Allan B. Jacobs. 1995. *Great Streets*: Part 4. "Requirements for Great Streets" and "Qualities that Contribute" (pp. 270-92). (*Purchase this book or see Canvas module.)

Jan Gehl. *Life Between Buildings*. "To Assemble or Disperse" (pp. 81-100) and "Soft Edges" (pp. 183-97). Available as an ebook via the library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CALS_ALMA51542846800002901 |

		Justin Davidson. 2018. "What is a Street? And What Will it Become?" *New York Magazine* website. http://nymag.com/daily/intelligencer/2018/01/what-is-a-city-street-and-what-will-it-become.html
		Kurt Kohlstedt. 2018. "On Verges: Exploring Roadside Landscape Strips Between Streets and Sidewalks," *99 Percent Invisible* podcast. https://99percentinvisible.org/article/on-the-verge-regional-names-uses-for-those-roadside-landscape-strips/
6	9/29	**Plazas, Squares, Paseos, and Passages** Edmund Bacon. 1974. *Design of Cities*. "Involvement" (pp. 23-32) and "The Structure of the Square" (p. 94-99). (Purchase this book or see Canvas module.) William H. Whyte. 1980. "1. The Life of Plazas" (pp. 16-23), "2. Sitting Space" (pp. 24-39) and "7. Effective Capacity" (pp. 66-75). In *The Social Life of Small Urban Spaces*. (Purchase this book or see Canvas module.) Denis Pieprz. 2018. "Why Mexican Public Squares May be the Best Public Spaces in the World." *Common\Edge* website. http://commonedge.org/why-mexican-squares-may-be-the-best-public-spaces-in-the-world/ Troy D. Glover. 2020. "33. Bringing Public Spaces to Life," in Mehta & Palazzo, eds. *Companion to Public Space*. London: Routledge. Available as an ebook via the library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CALS_ALMA71582447430002901 View in class: *The Social Life of Small Urban Spaces*, The Municipal Art Society of New York, 1990 (60 mins). *Street Comparison Assignment Due.*
7	10/6	**Parks, Gardens, and Nature in the City** Whyte, William H. 1980. "3. Sun, Wind, Trees, and Water" (pp. 40-49). In *The Social Life of Small Urban Spaces*. Washington, DC: Conservation Foundation. (Purchase this book or see Canvas module.) McHarg, Ian. 1992. "Nature in the Metropolis" (pp. 55-65) in *Design with Nature*. New York: Wiley. (Just skim if interested – it's a very influential text.) (See Canvas module.) Flemming, Billy, et al. 2019. "How Ian McHarg Taught Generations to Design With Nature," *CityLab* website: https://www.citylab.com/perspective/2019/06/landscape-architecture-design-with-nature-ian-mcharg-books/590029/ Georgia Garrard, Nicholas Williams, and Sarah Bekessy. 2018. "How to Design Cities Where People and Nature Can Both Flourish." *The Conversation*

		website: http://theconversation.com/heres-how-to-design-cities-where-people-and-nature-can-both-flourish-102849 MacDonald, Branas, and Stokes. 2019. Ch. 5. The Nature Cure (pp. 79-100) in *Changing Places: The Science and Art of New Urban Planning*. Princeton: Princeton University Press. (See Canvas module.)

8	10/13	**Walkable, Mixed Use, and Transit-Oriented Neighborhoods**
		
		Gibbons, Andrea. "Gordon Cullen's Concise Townscape," *Writing Cities* website: http://writingcities.com/2015/11/10/gordon-cullens-townscape/
		
		Jacobs, Allen & Donald Appleyard. 1987. "Toward an Urban design Manifesto." *Journal of the American Planning Association*, 53(1): pp. 112-20. (See Canvas module.)
		
		Loutzenheiser, David R. 1997. "Pedestrian Access to Transit: Model of Walk Trips and Their Design and Urban Form Determinants Around Bay Area Rapid Transit Stations." *Transportation Research Record*, 1604(1): pp. 40-49. (See Canvas module.)
		
		      (And look at abstract/findings in Iseki and Taylor (2010) "Style versus Service," *Journal of Public Transportation*. https://scholarcommons.usf.edu/jpt/vol13/iss3/2/)
		
		Tseng, Thomas, et al. 2006. Read pp. 1-6, 18-20, 21-32 in *Growing Urban Villages: Cultivating a New Paradigm for Growth and Development in California*. Malibu: Pepperdine University Davenport Institute. https://publicpolicy.pepperdine.edu/davenport-institute/content/reports/urban-villages.pdf
		
		Check out latest version of Smart Code at www.smartcodecentral.org
		
		     Reading response 2 due for in class discussion*

9	10/20	**Designing for Local Character and Community Identity** Christopher Reed. 2003. "We're from Oz: Marking Ethnic and Sexual Identity in Chicago," *Environment and Planning D: Society and Space*, vol. 21(4): 425-40. (See Canvas Module.) James Rojas. 2010. "Latino Urbanism in Los Angeles" (pp. 36-45) in Jeffrey Hou's *Insurgent Public Space*. Available as an ebook via the library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_askewsholts_vlebooks_9781136988028 Gordon Douglas. 2010. "Rail Transit Identification and Neighborhood Identity: Exploring the Potential for 'Community-Supportive Transit,'" *Journal of Urban Design*, vol. 15(2): 175-93. https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_crossref_primary_10_1080_13574801003638020

		Easter, Makeda. 2019. "Destination Crenshaw art project aims to reclaim the neighborhood for black L.A." *Los Angeles Times* online, 30 Jan. https://www.latimes.com/entertainment/arts/la-et-cm-destination-crenshaw-20190130-story.html
10	10/27	**Adaptive Re-Use and Retrofitting the Bay Area** Dunham-Jones, Ellen & June Williamson. 2011. "2011 Update" (pp. xiii-xxii) and "Ch. 4: Retrofitting Social Life Along Commercial Strips" (pp. 59-94) (please also take a look at the case study that follows it on pp. 95-107) and "Ch. 11: Suburban Office and Industrial Park Retrofits" (pp. 203-218), all in their *Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs.* Hoboken: Wiley. Available as an ebook via the library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_askewsholts_vlebooks_9781118027691 Fragner, Benjamin. 2012. "Adaptive Re-use" (pp. 110-17) in J. Douet, ed. *Industrial Heritage Re-Tooled: the TICCIH Guide to Industrial Heritage Conversation.* Lancaster: Carnegie. Available as an ebook via the library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_askewsholts_vlebooks_9781315426525 Walker, Alissa. 2017. "Parking Garages are Getting a Second Life as Places for People." *Curbed,* online. https://www.curbed.com/2017/4/26/15421594/parking-garages-driverless-cars-gensler Seamless Bay Area. 2020. "What Would a Seamless Public Transit System Connecting the Bay Area Look Like?" *Seamless Bay Area* website. https://www.seamlessbayarea.org/vision-map *View in class: SPUR webinar "Learning from the Best: How Toronto's Experience Can Shape San José's Future":* https://www.spur.org/events/2020-07-29/learning-best-how-torontos-experience-can-shape-san-joses-future **Reading response 3 due* for in class discussion*
11	11/3	**Informality, Do-it-Yourself Urban Design and Tactical Urbanism** *****Election Day – Vote Before Class!***** Douglas, Gordon CC. 2018. "Ch. Introduction" and "Ch. 2 Constructive Deviance" (pp. 1-44) in *The Help-Yourself City: Legitimacy and Inequality in DIY Urbanism.* Ebook via library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CALS_ALMA71484436070002901 Finn, Donovan. 2015. "DIY Urbanism: Implications for Cities." *The Journal of Urbanism*, 7(4): pp. 381-98. (See Canvas module.)

		Lydon, Mike & Street Plans Collaborative. 2012. *Tactical Urbanism Vol. 2*. Available from the authors on issuu at: https://issuu.com/streetplanscollaborative/docs/tactical_urbanism_vol_2_final *View in class: SJSU Applied Anthropology Team Community Parking Matters* https://www.youtube.com/watch?v=M5FcP52SzrM&t=9s
12	11/10	**Mean Streets vs. Accessible Design** Mike Davis. 2006 (1990). "Fortress L.A." (pp. 221-64) in his *City of Quartz*. Available as an ebook via the library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CALS_ALMA71385144920002901 Dolores Hayden. 1980. "What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work." *Signs*, Vol. 5, No. 3, Supplement: Women and the American City, pp. S170-S187 https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_crossref_primary_10_1086_495718 Ruth Butler & Sophia Bowlby. 1997. "Bodies and Spaces: And Exploration of Disabled People's Experiences in Public Space," *Environment and Planning D: Society and Space*, vol. 15, pp. 411-433. (See Canvas module.) Clare Foran. 2013. "How to Design a City for Women," *CityLab* website. https://www.citylab.com/transportation/2013/09/how-design-city-women/6739 Steve Wright & Heidi Johnson-Wright. 2016. "Design for Everybody" *American Planning Association* website: https://www.planning.org/planning/2016/mar/designforeverybody/ *View in class: Meet the Normals: Adventures in Universal Design* https://harford.libguides.com/accessibility/udl *Guest speaker*: Melinda Wang, Callander Associates **Reading response 4 due* for in class discussion*
13	11/17	**Drawing and Rendering (Photoshop Tutorial and Design Ideas)** *Before class starts, please make sure you are on a computer with Adobe Photoshop installed. This will comprise a visual walk-through tutorial of Photoshop collage techniques and other strategies for creating simple but effective renderings of urban design ideas.* Look through remaining chapters that seem relevant from Dunham-Jones, Ellen & June Williamson. 2011. *Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs*. Available as an ebook via the library: https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_askewsholts_vlebooks_9781118027691

		Check out John King's wonderful 2015 piece, "Architectural Renderings Reveal Narrow Vision of the Future," *SFGate* website: https://www.sfgate.com/bayarea/article/Architectural-renderings-reveal-narrow-vision-of-6106932.php#photo-7587436 Look at other project resources on Canvas ** Essay on Design and Community Character due**
14	11/24	**Critiques of Contemporary Design** James Russel. 2015. "Enough of Bogus Placemaking." Personal Blog. http://jamessrussell.net/enough-of-bogus-placemaking/ Natalia Ilyin. 2018. "A Seattlite Reflects on the City in the Age of Amazon." *Common Edge*, online. https://commonedge.org/a-seattle-native-reflects-on-the-city-in-the-age-of-amazon/ Gordon Douglas. 2019. "Privilege and Participation: On the Democratic Implications and Social Contradictions of Bottom-Up Urbanisms," pp. 305-321 in M. Arefi and C. Kickert, eds. *The Palgrave Handbook of Bottom-Up Urbanism*. London & New York: Palgrave Macmillan. (See Canvas module.) Justin Phillips. 2019. "SF Parklet Proliferation Raises Concerns About Restaurants' Use of Public Space," *San Francisco Chronicle*, online. https://www.sfchronicle.com/food/article/SF-parklet-proliferation-raises-concerns-about-13635952.php?cmpid=gsa-sfgate-result Destiny Thomas. 2020. "Safe Streets Are Not Safe for Black Lives," *Citylab/Bloomberg* online. https://www.bloomberg.com/news/articles/2020-06-08/-safe-streets-are-not-safe-for-black-lives **Reading response 5 due* for in class discussion*
15	12/1	**The Future Today: Climate Change, Protest, Public Health and Beyond** Alex Bozikovic. 2017. "Urban Design in the Time of Climate Change: Making A Friend of Floods." *The Globe and Mail* online at https://www.theglobeandmail.com/life/home-and-garden/architecture/urban-design-in-the-time-of-climate-change-making-a-friend-offloods/article35601452/ Winstead, Ed. 2017. "Climate Change as a Design Problem." *The New York Times* online at https://www.nytimes.com/2017/06/16/insider/climate-change-as-a-design-problem-architecture-rotterdam.html Gina Ford and Martin Zogran. 2017. "8 Ways We Can Improve the Design of Our Streets for Protest." *ArchDaily* website. https://www.archdaily.com/873608/8-ways-we-can-improve-the-design-of-our-streets-for-protest

		Alissa Walker. 2020. "Coronavirus is Not Fuel for Urbanist Fantasies." *Curbed* website. https://www.curbed.com/2020/5/20/21263319/coronavirus-future-city-urban-covid-19
		"Talking Headways" Podcast. June 11, 2020. "Episode 288: Designing the Megaregion" feat. Jonathan Barnett. https://www.stitcher.com/podcast/talking-headways-a-streetsblog-podcast/e/70751468
16	**12/8**	**Conclusions and Final Presentations** *Neighborhood Design Proposal assignment due*