

CRPLAN 3200 - Placemaking



**CRP 3200, Class Number: 8175, 4 credits
T & Th: 11:10 am-12:30 pm, Scott Lab N0048
FALL 2013**



Instructor:
Jesus J. Lara, PhD
lara.13@osu.edu
Associate Professor
Knowlton School of Architecture
291 Knowlton Hall
Phone (614) 292-7452

Fall 2013

Knowlton School of Architecture, City and Regional Planning Section

CRP 3200: *PLACEMAKING*

Tuesdays/Thursdays 11:10 am to 12:30 pm

Scott Lab N0048

4 credits, Class Number: 8175

Office hours by appointment

Instructor: Jesus J. Lara, Ph.D. Associate Professor lara.13@osu.edu

T.A.: Bardia Nikrahei, Graduate Research Associate nikrahei.1@osu.edu

INTRODUCTION

This course examines how the concept of place-making applies to neighborhoods, communities and cities and gives students' insight into a variety of contemporary planning and community building practices through the sustainability lens. The course combines lectures, readings and student research projects.

What Makes a Successful Place?

Great public spaces are where celebrations are held, social and economic exchanges take place, friends run into each other, and cultures mix. They are the "front porches" of our public institutions – libraries, field houses, neighborhood schools – where we interact with each other and government. When the spaces work well, they serve as a stage for our public lives.

This seminar explores the following design questions:

- Why is place-making important?
- How can we judge planning and design theories in the in the context of contemporary cities?
- What are the key issues in understanding community building?
- How can we plan and design our cities to increase their livability?

COURSE OBJECTIVES

This course critically examines the concept of place-making and urbanism through the implementation of sustainable planning approaches and strategies in theory and application. It is designed to meet the following goals:

- To introduce students to the process of place-making and its implications for the larger question of urban sustainability.
- To explore the theories and models used in conceptualizing and managing the relationship between human activity and the built environment;
- To identify and examine, through design case studies of contemporary planning and design initiatives, the barriers to and alternative strategies for dealing with these challenges from the metropolitan scale to the site scale.
- To equip students with the knowledge and the ability to use case studies, teamwork, writing and presentation skills to develop and offer solutions that advance urban sustainability

Student Lead Discussion:

Discussion component is a key feature of this class, and reading and writing will be required. It's expected that you will come to class with readings assigned for that day completed, with questions, comments, and responses to that reading. This is NOT a lecture-style class, and everyone is expected to take an active role in discussions. In addition, student performance is measured by the students' incorporation of ideas and concepts learned or noted on previous exercises into subsequent discussions or exercises. In other words, don't forget what you've learned.

ASSIGNMENTS:

- 1. Photo Diaries + Pecha Kucha (<http://www.pecha-kucha.org/what>): (15%)** Produce 20x20 photographic images that document your observation and interpretation of "fluid urbanism" in Columbus (see handout). Write a 300-word statement that articulates your observations and provides information about the site (if appropriate) (including location, time of observation and other pertinent information). Submit your work to the course Carmen. See handout for more instructions. **Due Sep. 24-26.**
- 2. Final Report and PowerPoint presentation (Guidebook to Columbus Placemaking): (25%)** (1) Provide a photographic documentation of your chosen building typology; (2) if applicable, using maps and drawing, provide the physical location and profile of your site or activity; (3) provide a 200-word summary of your topic; and (4) in an essay explore specific aspects of your topic as informed by the selected readings. The report may incorporate aspects of your reading summaries. Double-space. **Due Nov. 12-21.**
- 3. Small group discussion based assigned reading: (10%)** You will be responsible for leading a small group discussion based on assigned readings. The instructor will select 2 or 3 articles from the course reader those are relevant to your chosen topic for a final project that builds on your photo diary. In an essay (double-space, 5-6 page), summarize and respond to the main concepts introduced in the articles and how they are useful in helping you explore the complexity and nuances of your selected topic. **Due TBD.**

Evaluation:

Your report will be graded on the basis of (i) clarity of presentation (paper), (ii) imaginativeness with which the presentation was made, (iii) use of course materials and supplemental readings to enhance your analysis, (iv) creativity in explaining modern metropolitan area:

Grading Criteria:

- Overall quality and thoroughness of research
- Appropriateness of community selected
- Clarity and organization of ideas incorporated in report
- Quality of verbal presentation
- Level of difficulty in obtaining information

Individual Reflection on Assigned Readings: Select on one of the three major topics covered in class, and reflect on why and how the material presented is relevant to everyday life in contemporary cities (4 to 6 pages not including graphics). Be prepared to discuss in class

REQUIRED READING

Required Books and class preparation:

- The Urban Design Reader (Routledge) Larice, M, and Macdonald, E. (2011) The Urban Design Reader, second edition
- Remaking Metropolis: Global Challenges of the Urban Landscape (Routledge). Editors: Edward A. Cook and Jesus J. Lara (2012).

Additional readings will be assigned and will be posted on CARMEN

Recommended supplemental readings

- Carmona, M., Heath, T., Oc, T., Tiesdell, S. (2003) Public Places, Urban Spaces: The Dimensions of Urban Design
- Resilient Cities: Responding to Peak Oil and Climate Change. Peter Newman, Timothy Headley, and Heather Boyle. Island Press. 2009.
- True Urbanism: Living in and near the Center. Mark Hinshaw FAICP. APA Planners Press. Chicago Illinois. 2007
- Sustainable Urbanism: Urban Design with Nature. Douglas Farr. John Wiley & Sons, 2008

Evaluation Component	Grade %	Due Date	Remark
Small Group Discussion	10%	On-going	Preparation and presentation
<i>(team)</i> , Project #1	15%	Sep. 24-26	Pecha-Kucha presentation
<i>(team)</i> , Project #2	25%	Nov. 12-21	Booklet Report and Presentation
Midterm Exam	10%	Oct. 10	
Final Exam	20%	TBD	
Quizzes on reading material and lectures	10%		
Attendance and Participation	10%	On-going	
	100%		

Late Work

All assignments are due in their entirety at the time specified at the beginning on each project. All work submitted late (even if it is only five minutes after the due date) will be penalized according to the following scale: **submitted within 24 hours after due date will be reduced 20%; submitted within 48 hours after due date will be reduced 40%; and submitted within 72 hours after due date will be reduced 60% of the total possible points allocated for the particular project.**

All written reports should follow standard bibliographic format as described in the APA text:

<http://www.library.cornell.edu/resrch/citmanage/apa>

COURSE FORMAT

This is a seminar course; there will be some lectures. Classes will consist of student presentations, discussions, biweekly quizzes and videos. Each week at least two students will act as discussion leaders in class. One discussion leader will present a critical summary of the assigned readings while the other will present on topics of recent interest (within last 6 months) obtained from a magazine, newspaper or website. These recent topics should be relevant to sustainable approaches to placemaking and related

to the assigned readings. All presentations will be in PowerPoint. Presenters should submit a one-page (single spacing, 12 size font) handout on their topics to the instructor at the time of presentation.

STUDENT RESPONSIBILITIES

Attendance: Attendance of the lectures *is not optional and two unexcused absences will result in loss of one letter grade for the course*. You are expected to attend each class, having read the chapter or readings assigned for that day. Please respect your fellow students by arriving on time and not packing up your books until lectures are over. There should be no use of electronic communications during class time (please turn off your cell phones, pagers, blackberries, etc). I encourage you to ask me questions; please answer the questions that I pose to you during the lecture. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. Be mindful of other students' interests and sensitivities. Emergencies can and will happen. The only acceptable excuse for missing an assignment or missing class will be documented medical or family emergencies. (A note that you visited the health center is not a medical emergency.)

Assignment submission: All assignments must be handed in on time, that is, during class time on the day the assignment is due. Assignments submitted by e-mail or fax will not be accepted. Students are advised not to slip assignments under the Instructor's office door. Make and retain a personal copy of all assignments, rough materials and working notes until the original has been marked and returned to you. You may be asked to produce them.

Communications: Students should feel free to discuss the assignments, lectures, readings and any aspect of the course with the instructor during class time, posted office hours or by appointment if you cannot come during office hours.

Plagiarism: Students in this course are responsible for the honest completion and representation of their work, for appropriate citation of sources, and for respect of others' academic endeavors. Please note that according to the University's Code of Behavior on Academic Matters:

It shall be an offence for a student knowingly:

- to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
- to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any form of academic work;
- to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
- to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism;
- to submit without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- to submit for credit any academic work containing a supported statement of fact or reference to a source which has been concocted

EVALUATING STUDENT WORK

Students will be evaluated on the course components according to the assignment guidelines in the “Assignments” document. But generally the following criteria will be used:

Written work:

1. **Mechanics:** that is, freedom from spelling and grammatical errors. Students are expected to include thorough, accurate and consistent references in any bona fide academic referencing style that includes page numbering.
2. **Writing style:** defined as clarity, succinctness, appropriate diction and tone.
3. **Structure:** This refers to the coherence of the paper’s organization. It means that the focus of the work is clearly presented in the introduction and the work is structured in a way which logically flows from this introduction. It also means that a thesis or argument is clearly presented when the assignment calls for it. Furthermore, ideas and sections are linked. Finally, a well-structured essay avoids repetition and duplication and remains focused on the subject matter.
4. **Precision and accuracy:** Precision means saying exactly and specifically what you mean, avoiding vague generalities. Accuracy refers to absence of major factual errors.
5. **Analysis:** Student essays are expected to include critical distance, reflection and originality of thought. The proposal and term paper will be evaluated on the defensibility of their analysis in terms of their use of evidence and logical coherence.

Oral presentation:

- 1) Success in communicating key concepts succinctly and accurately, thereby demonstrating sound understanding of the work being presented.
- 2) Mechanics of communication, such as manner of speaking (including good diction and tone), structure of the presentation and level of organization.
- 3) Ability to respond appropriately and fairly to questions and contribute to and stimulate unstructured discussion among peers.

Course Grades

Numerical Values:

A $x > 94$	C $77 > x > 74$
A- $94 > x > 90$	C- $74 > x > 70$
B+ $90 > x > 87$	D+ $70 > x > 67$
B $87 > x > 84$	D $67 > x > 64$
B- $84 > x > 80$	D- $64 > x > 60$
C+ $80 > x > 77$	E- $60 > x$

Letter grades (and their numerical equivalents) should be interpreted as follows:

- A =** Excellent, superior; exemplary; greatly exceeds satisfactory standards. Student is a self-starter and routinely takes initiative, does outside research, develops work through multiple and complex iterations, generates thoughtful and innovative solutions, and carries work to a high level of finish, going well beyond assigned elements.
- B =** Very good, thorough; exceeds satisfactory standards. Student shows consistent progress in studio, does some outside research, develops work through multiple iterations, generates good workable solutions, and always carries work to full completion, going beyond requirements and assigned elements.

- C =** Acceptable, perfunctory; meets satisfactory standards. Student completes all assigned work, but with little evidence of taking initiative or going beyond minimum assignments. Shows inconsistent progress, does little outside research, does some iterations.
- D =** Marginal; somewhat below satisfactory standards. Lack of steady performance of assigned work. Student does not complete all work, shows little initiative, does not do outside research, does minimal iterations, and lacks consistency in meeting minimum requirements and including assigned elements.
- E =** Unacceptable; does not meet satisfactory standards. Serious deficiency in meeting satisfactory standards and performing assigned work. Student shows no initiative, does not do outside research, does not develop evidence of iteration, generates inappropriate solutions, shows little or no care in finished work, and is missing assigned elements.
- I =** Incomplete. Awarded only in special, extreme (Act of God) circumstances (life), by advance arrangement with instructors. It is not available as a last-minute option for students unable to complete work as assigned to 60% of coursework submitted and passing.

RESOURCES AT OSU

If you need an accommodation based on the impact of a disability, you should contact us to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. We rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, We encourage you to do so.

ADA Coordinator's Office: <<http://ada.osu.edu>>

Office for Disability Services: <<http://www.ods.ohio-state.edu/>>

Misconduct:

The Student Code of Conduct http://studentaffairs.osu.edu/resource_csc.asp defines Academic Misconduct as: **Any activity that tends to compromise the academic integrity of the university, or subvert the educational process.**

All students are required to review the code and understand the implications of a code violation. If there is any suspicion of academic misconduct, the faculty member/instructor will report the alleged violation to the Section Head and the Committee on Academic Misconduct <http://oaa.osu.edu/coam/home.html> for investigation and any further action. Other Misconduct includes damage to, alteration of or other improper use of University Equipment and Property. The facilities of Knowlton Hall are for your use, but they are also for the use of students who come after you. Please take appropriate care in your use of the facilities.

Sexual Harassment

Attention is called to the University's Sexual Harassment Policy 1.15 <https://hr.osu.edu/policy/policy115.pdf>. Prompt action will be taken to report and correct any problems should they occur. If a student feels they have been the subject of harassment, or if others observe such harassment, it should be reported immediately to the Faculty member in charge, Section Head or Director of the School.

Student Safety

Since Knowlton Hall is a 24/7 facility for our students and faculty, it is imperative that all safety procedures be followed. With regard to maintaining secured access after normal business hours, do not prop doors open maintain and secure your personal items in lockable storage or by other approved means. Work and study in a responsible manner so as not to create or provide potential fire/safety hazards in the building or its environs. If you observe such conditions, please report them to the building

coordinator or the Director's Office.

Student Resources

Other resources for students can be found at: <http://studentaffairs.osu.edu/default.asp>

READING AND LECTURE SCHEDULE (subject to revision)

Week	Tuesday	Thursday
1		8/22 Introduction: review syllabus and questions
2	8/27: <u>The concepts of sustainability and Placemaking</u> Required Readings: Sustainable Urbanism: <ul style="list-style-type: none"> Chapter 1 <i>The Built Environment: Where We Are Today? starting with The American Lifestyle on the Wrong Course</i>, pp.19-37 (Carmen) <i>Native to Nowhere</i>, Tim Beatley chapter 1 (Carmen) 	8/29 <u>The concepts of sustainability and Placemaking</u> Required Readings: <ul style="list-style-type: none"> Chapter 2: <i>Sustainable Urbanism: Where We Need to Go. Starting with Sustainable Urbanism: The Grand Unification</i>, pp. 41-65 (Carmen) <i>Cities "Sense of Place"</i> (Carmen) <ul style="list-style-type: none"> <u>TEDEX-1</u>
3	9/3 <u>The concepts of sustainability and Placemaking</u> Film: "URBANIZED"	9/5 <u>Critical Regionalism</u> <i>Small group lead discussion based on readings</i>
4	9/10 <u>Urban Sprawl and Placemaking</u> Required Readings: <i>The Urban Design Reader</i> <ul style="list-style-type: none"> Oliver Gillham "What Is Sprawl?" pp. 378; <i>Density in Communities</i>, or the most important factor in building urbanity, pp399; <i>Physical activity and public health, and urban design characteristics</i>, pp415; <i>The Changing nature of public space in city centers and whose public space</i>, pp. 443. <i>Remaking Metropolis: Chapter 2, pgs. 21-32</i>	9/12 <u>Critical Regionalism: an architecture of place</u> Required Readings: <i>Repairing the American Metropolis, Common Place Revisited</i> , <ul style="list-style-type: none"> <i>Five Points of Critical Regionalism</i>, pp.78-93 (Carmen) <i>The Urban Design Reader</i> : <ul style="list-style-type: none"> <i>The problem of place in America</i>, Ray Oldenburg , pp.285 <i>Themes of postmodern urbanism</i>, Nan Ellin, pp. 332 <i>A crisis in the urban landscape the origins and theory of types</i>, Brenda Case Scheer pp. 307
5	9/17 <u>Field Studies: Looking at Cities</u> Required Readings: <ul style="list-style-type: none"> Jacobs, A.B. 1985. <i>Looking at Cities</i>, "Chapter 1: Starting to Look" and "Chapter 3: Clues" (Carmen) <i>The Urban Design Reader</i> : <ul style="list-style-type: none"> <i>The current state of everyday urbanism and the blurring boundaries: public space and private life</i>, Margaret Crawford pp.344 	9/19 <u>Field Studies: Looking at Cities</u> <i>Small group lead discussion based on readings</i>

6	<p>9/24 <u>Project #1 Presentations</u></p>	<p>9/26 <u>Project #1 Presentations</u></p>
7	<p>10/1 <u>Placemaking and Interrelated Scales of Design</u> <i>Required Readings:</i></p> <ul style="list-style-type: none"> Public Places/Urban Spaces: "Chapter 1: Urban Design Today," and "Chapter 2: Urban Change" (Carmen) <p><i>The Urban Design Reader:</i></p> <ul style="list-style-type: none"> Jane Jacobs, "Introduction," and "The Uses of Sidewalks: Contact," pp. 139 A city is not a tree, Christopher Alexander, pp 152 Great Streets and City Planning, Allan B. Jacobs, pp. 218 	<p>10/3 <u>Good city form in the context of Placemaking</u> <i>Required Readings:</i></p> <ul style="list-style-type: none"> Public Places/Urban Spaces: "Chapter 3: (Carmen) <p>Remaking Metropolis: Chapters 8 and 9, pgs. 145-180</p>
8	<p>10/8 <u>Good city form in the context of Placemaking</u> <i>Small group lead discussion based on readings</i></p>	<p>10/10 <u>Midterm Exam</u></p>
9	<p>10/15 <u>Morphological Dimensions of Placemaking</u> <i>Required Reading:</i></p> <ul style="list-style-type: none"> Public Places/Urban Spaces: "Chapter 4: The Morphological Dimension" (Carmen) <p><i>The Urban Design Reader:</i></p> <ul style="list-style-type: none"> Leon Krier, "Critiques," and "Urban Components," p. 231-250; Anne Vernez Moudon, "Getting to Know the Built Landscape: Typomorphology," pp. 235 <p>Remaking Metropolis: Chapters 10, pgs. 185-202 <u>TEDEX-2</u></p>	<p>10/17 <u>Perceptual and Visual Dimensions of Place Making:</u> <i>Required Reading:</i></p> <ul style="list-style-type: none"> Public Places/Urban Spaces: "Chapter 5: The Perceptual Dimension" and "Chapter 7: The Visual Dimension" (Carmen) <p><u>Guest Lecture: Bardia Nikrahej, "Place Attachment"</u></p>
10	<p>10/22 <u>Resilient Cites</u> <u>Film: "MAKING SENSE OF PLACE"</u></p>	<p>10/24 <u>Dimensions of Placemaking</u> <i>Small group lead discussion based on readings</i></p>
11	<p>10/29 <u>Dresden-Columbus International Lectures (Video conference)</u> Nan Ellin, PhD Professor and Chair Dept of City & Metropolitan Planning College of Architecture + Planning University of Utah</p> <p>Reading articles by Dr. Nan Ellin: Integral Urbanism, Desert urbanism, and Good</p>	<p>10/31 <u>The Public Realm: environmental challenges</u> <i>Required Readings:</i> <i>The Urban Design Reader:</i></p> <ul style="list-style-type: none"> Dimensions and performance, Kevin Lynch, pp. 229 Principals for regional design Michel Hough pp.519 Planning for suitability in European Cities, Timothy Beatley, pp. 569 Urban resilience: cities of fear and hope, Peter

	Urbanism (<i>Carmen</i>)	Newman, pp. 569 Remaking Metropolis: Chapters 12, 13, pgs. 218-246
12	11/5 <u>The Public Realm: Street, Park and Landscape</u> The Urban Design Reader: <ul style="list-style-type: none"> • Where and how does urban design happens?, Alex Krieger pp.585 • Design guidelines for American cities, Alex Punter pp. 601 • The end of urban design, Michael Sorkin, pp. 618 <u>TEDEX-3</u>	11/7 <i>Small group lead discussion based on readings</i>
13	11/12 <u>Final Report Presentation</u>	11/14 <u>Final Report Presentation</u>
14	11/19 <u>Final Report Presentation</u>	11/21 <u>Final Report Presentation</u>
15	11/26 <u>Review in preparation for final exam</u>	11/28 Thanksgiving Day - no classes
16	12/3 <u>Last day of classes</u> <u>Review in preparation for final exam</u>	Dec 5-11 Final examinations for semester

(Note: Tentative Course Outline/Schedule subject to change depending on circumstances)