

**LARCH 4960/CRP 4910,  
"Biophilic Cities: Sustainable Strategies for West Columbus"**



**MWF: 1:50pm-6:15pm  
Lecture: Campbell Hall 0271  
Studio: KSA 310  
Fall 2012**



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**LARCH 4960 - CRP 4910 Fall Semester 2012**  
**Knowlton School of Architecture**  
**The Ohio State University**

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**LARCH 4960 - CRP 4910, Fall Semester 2012**  
**Knowlton School of Architecture**  
**The Ohio State University**  
**(Office hours Thursday 10 to 11 am)**

**Scale:** urban/suburban/rural network

**Scope:** infrastructural program; metropolitan/regional context

**Learning objectives:**

**Site assessment, planning and design strategies** in relation to urban/regional infrastructural systems such as greenways, open spaces systems, transit.

1. **Analysis:** Working as a studio, you will explore social and physical aspects of the neighborhood through maps, demographics, diagrams, photographs, and physical models. The analysis provides an opportunity for you to learn about the community. More importantly, effective representation of conditions sets the frame for a future. Analysis is the foundation upon which urban design and development proposals are grounded.
2. **Urban Design Framework:** The students will transform issues and objectives into a unified vision for their projects with a series of strategies and an urban design framework. The urban design framework will establish a vision for future projects.
3. **Urban Design Project:** In the final phase, students will focus on detailed, three-dimensional placemaking and representation.

## **General Course Information**

### **URBAN DESIGN**

“Urban Design” refers to the physical arrangement of human communities at scales larger than that of individual sites. Urban design helps to determine the nature of public spaces, streets, parks, neighborhoods, towns, suburban and rural landscapes, and larger patterns of regional development. Among other things, the design of a community influences how accessible it is, how well it interfaces with the natural environment, meets the needs of a variety of users, and enhances local cultures, traditions, economic development, and provides a sense of place.

Part of the increasing complexity of this studio will be created by taking the knowledge of site design, ecology, program, and client needs that you’ve learned in previous studios and placing them in this new urban context—and dealing with the relationships of these concerns and values within the city environment as it connects to the fringe and region. In this studio, we will be consistently and simultaneously seeking to find and resolve the inter-relationships between scales, multiple stakeholders, and issues. In other words, as you move through this studio, you should find it more and more challenging to maintain the autonomy of the designer and the “great single idea” or concept, as diverse and multiple concerns begin to assault such design single-mindedness. While this can be difficult and frustrating, the complexity of urban sites can make urban design particularly rich, exciting, and rewarding and ultimately fulfilling for the designer and the public.

The goals for our studio is to thoroughly research and understand the concept of retrofitting suburbia and apply its theories and principals to the Dublin Village Center and its context, and then, based on this understanding, envisions alternative design scenarios for the site interface and its residents. While large-

scale urban design and planning issues will be examined, this studio emphasized physical and social aspects of urban design, and culminated in proposals for specific site plans and design details that relate back to overall strategic design and planning ideas including but not limited to four themes: (1) open space and green infrastructure, (2) walkability and interconnectivity, (3) mixed use environments and adaptive reuses, (4) urban village and new downtown.

### **Site/Client/Design Proposals**

The site for this studio is West Columbus (Hilltop, Westgate, Valley View, and Casino Site). We will first investigate the larger urban context(s) of the city and the region through precedent studies, data collection, mapping studies, and analysis; we will then, based on our investigations, focus on a design plan for the revitalization of the proposed study area, with a focus on Infrastructural investments and design.

Our goal will be to thoroughly research and understand the city and the site, and then, based on this understanding, envision alternative design scenarios for the site interface. While large-scale urban planning issues will be examined, this studio will emphasize physical aspects of urban design, and will culminate in proposals for specific site/corridor/zone plans and design details/strategies that relate back to overall master planning ideas.

### **Pedagogic Objectives**

The Urban Design Studio is designed to provide Landscape Architecture and planning students structured oversight and guidance to acquire skills in; research; collaborative problem solving and plan-making.

- Students will be familiar with historical and contemporary methods and theories of urban planning/urban design, as accumulated from readings, written exercises and seminar discussions.
- Students will be familiar with and able to research urban precedents/case studies (past and recent design projects for the public realm). Other research techniques learned will include: visual quality evaluation and incorporation into design response.
- Students will be able to cite and utilize a variety of techniques and methods for mapping, modeling and analyzing sites; and will be consistently asked to justify design decisions based on analysis.
- Students will use/test a variety of urban design techniques and strategies in the service of urban revitalization and enhancement, addressing such issues as integrated land uses, public life, infrastructure and transportation, open space design, ethnicity/multiculturalism, ecological sustainability, etc
- Students will understand and manipulate relationships between different scales of design and will improve their abilities to work in groups.

### **Anticipated Outcomes**

Project areas will require in depth analysis of heritage, historical development, land use, economic opportunities, housing types, environmental issues, and demographic analysis. In addition, the integration of each of the study sites with the larger systems and opportunities in adjacent cities as well as adjacent neighborhoods of Columbus and with the developments at the local community scale will be an essential part of the projects.

The outcomes of the Urban Design studio are to be included: in depth analysis of issues and planning for the study area, In addition to initial reporting of fact-finding early in the quarter, there are formal presentations and feed-back mid-quarter and final presentations.

**Required Books/on Reserve:**

1. Beatley, Timothy. (2011). Biophilic Cities: Integrating Nature into Urban Design and Planning. Island Press
2. Hester, R. T. (2006). Design for ecological democracy. Cambridge, Mass., MIT Press.
3. Dannenberg, D. and Frumkim, H. (2011) Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability, Island Press.

**Highly Recommended:**

1. Beatley, T. (2004). Native to nowhere: sustaining home and community in a global age. Washington, DC, Island Press.
2. Hinshaw, M. L. (2007). True urbanism : living in and near the center. Chicago, American Planning Association.
3. Tachieva, G. Sprawl repair manual. Washington, Island Press.
4. Dunham-Jones, E. and J. Williamson (2009). Retrofitting suburbia: urban design solutions for redesigning suburbs. Hoboken, N.J., John Wiley & Sons.

**Studio Policies/Expectations**

Studio runs from 1:50 to 6:15 MWF. We will do our best to be on time, and expect that you will too. This is an upper level studio; we expect in-depth, independent research and high quality productions. We expect class time to be used to its fullest in both group and individual activities—particularly because of the quantity of work and tight deadlines we have programmed for this course. Because of the peer learning associated with the studio environment, **your attendance—and participation—is expected during all classes, unless you've notified the instructor in advance.** Please let us know if you're sick, out of town, etc. Three unexcused absences will lower your grade for the semester by a third of a grade. While studio time may be used for independent research in the library and other outside of the classroom purposes, please clear these activities with us beforehand. In addition, please note that working in studio outside of class time is also viewed as part of the class requirements—it is usually pretty evident when students are doing their designs in the educational vacuums of their own apartments.

We will begin each class with a brief meeting during which lectures, reading discussions, announcements, quizzes, and/or questions and answers, etc. will take place. A seminar/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. You should plan on using desk crits as a means to discuss both research process and design product.

**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/>>(614) 292-3307 | Fax: (614) 292-4190 | TDD: (614) 292-0901

**Misconduct:**

The Student Code of Conduct [http://studentaffairs.osu.edu/resource\\_csc.asp](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:** O.S.U.'s Sexual Harassment policy, which applies to all faculty, staff, and students, includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Students can file a complaint by contacting Student Judicial Affairs at 292-0748. Sanctions include reprimand, suspension, and dismissal from the University.

**Students with Disabilities:** If a student requires accommodation for a disability, he or she should immediately arrange an appointment with the professors and the Office for Disability Services. At the appointment, the professors, disability counselors, and student can discuss the course format, anticipate needs and decide upon accommodations. Professors rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies.

**Studio Behavior:** Students must work in the studio, because of the collaborative nature of research and the shared development of techniques. Students are responsible for keeping their areas clean, their floors free from obstructions, and all studio furniture in good condition and original location. All presentation materials must be removed from review spaces following reviews and all studio materials must be removed from the building at the close of every quarter. Students may, however, store material in their credenzas over winter and spring breaks. Studios are inspected on the last day of final exams – negligent students are subject to grade withholding and maintenance costs. Also note:

- The following items are prohibited in Knowlton Hall: non-KSA furniture, liquor, weapons, bicycles, skateboards, rollerblades, and pets.
- The following tools are prohibited in Knowlton Hall: spray paints, foam cutter wands, welding devices, heat guns, and any flame or gaseous liquid device.
- The following safety compliances must be observed: electrical power cords cannot be connected in a series or extend over traffic areas; fire extinguishers must remain accessible and in full view; access to stairwells, corridors, and aisles must maintain a 44" clear width and handrails must be unobstructed.
- Building surfaces cannot be marked, anchored to, or penetrated.
- Installations may not occur in any part of the building except by permission of the KSA Building Coordinator.
- Power tools are restricted to the shop except when permission is granted by the KSA Building Coordinator.

- Loud noise is forbidden.
- Graffiti and vandalism are grounds for disciplinary action.
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### 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>

## EVALUATION

### 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- $< 60x$

#### 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 pass

## Course Materials

### Seminar and Required Seminar Readings

Readings will be assigned from required text books. When possible, readings will also be provided digitally on Carmen. Seminar readings may be provided with a set of questions to answer or a short paper to write. Students should bring their responses to class as a typed sheet, to be used as a basis for the class discussion, and then handed in at the end of class. Responses will be returned to the student with written comments and will comprise the participation portion of the class grade. Full credit will be provided to students who come to class with their typed responses and participate in the discussion; partial credit will be provided to those who write but don't talk or talk but don't write. Typed response sheets will not be accepted for credit at any time other than immediately following the seminar discussion.

### Final Submission and Presentation

Specific final products will be determined after precedent studies, data collection, mapping studies, and analysis; are submitted by midterm. Because this studio involves a client, a final group product will be required. The exact nature of this product will depend on the nature of the final design proposals, but it will likely be in a report format and it will likely be produced at the end of the semester after your final review. As a result, every student should count on doing some final product work during finals week to compile the product. Students not handing in their portion of the product, or handing in a product judged subpar by the instructors (e.g., pages rife with typos, misspellings, missing graphics, etc.) will receive a full one grade deduction in their final grade. .i.e., A to B, B to C, etc. Consider this policy as being comparable to practice, where, if you do not fulfill objectives, your client will not pay you.

Documentation: at the end of the quarter students must turn in electronic files of their research and design proposals (CD's and Drop assignment box at Carmen), design process and final design proposals as requested by the instructor. Course instructors reserve the right to make changes to the course syllabus, schedule and assignments as needed and with appropriate notification of students enrolled in the course.

(Note: Tentative schedule for tasks and products is subject to change depending on circumstances)

## PROCESS DOCUMENTATION SUBMISSION

### Phase I:

**Site Research and analysis: Neighborhood Appraisal- Place Natural Resources**, presentation due Friday **September 14<sup>TH</sup>** and booklet/chapter report due on Monday **September 17<sup>th</sup>** at the beginning of class.

**Methodology:** Employing theory and methodologies developed by recognized urban and community designers, you will collect and assess the characteristics, assets and challenges of the West Columbus neighborhoods—based on direct personal experience and information compiled by others—and document your findings via diagrams, maps, models, photographs, and problem statements.

1. People and Lifestyle: Quality of life, Lifestyle, public health, recreation, livable places



2. Community and Economy: waste, local food, local participation, local activities and local movements
3. Place: building infrastructure, accessibility, Aesthetic quality
4. Natural Environment: local biophysical context, green infrastructure

**Requirements:**

Teams will make a 15 minute presentation Friday September 14<sup>th</sup> in power point of high lights of the assessment. Teams will provide a hard copy and digital report of individual team member components with a team overview and conclusion which assesses your findings. In this report (8.5"x11" InDesign) and presentation teams are to delineate project area boundaries and articulate rationale for this choice and the elements in the area that warrant further investigation by the team.

**Required readings:**

- Beatley, Timothy. (2011). Biophilic Cities: Integrating Nature into Urban Design and Planning. Island Press. **Chapters: 1, 2 and 3**
- Hester, R. T. (2006). Design for ecological democracy. Cambridge, Mass., MIT Press. **Chapters: Introduction 1-12, Enabling Form: "we got to know our neighbors" 15-135**
- Dannenberg, D. and Frumkim, H. (2011) Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability, Island Press. **Chapters: 2, 3 , 8, and 9**

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**Phase II:**

**Analysis, Mapping and Secondary Source Information** presentation due **Monday October 1<sup>st</sup>** and report due on **Wednesday October 3<sup>rd</sup>** at the beginning of class.

Students will work in teams, assigning individual responsibilities within their team, to collect, analyze and secondary source information in the area of their selected area. Include the historic context to provide insights and solutions for improving the quality of life and the economic potential of the study area.

Elements of analysis include shifts and trend in:

- Demographics, household, ethnicity, income
- Employment, business, commercial
- Land use, trends in density and mixed use
- Zoning and city regulations which impact the development potentials in the selected sites
- Health, quality of life indicators
- Environmental indicators, air quality, solid waste

**Case Studies /Literature Survey:** Conduct a literature review of best practice examples, nationally or internationally, of planning and design development in contexts that are similar to the team's project area. Research case studies of urban revitalization, infill development, adaptive reuse development and analyze with a view to potential relevance for selected site.

**Required readings:**

- Hester, R. T. (2006). Design for ecological democracy. Cambridge, Mass., MIT Press. Chapters: **"Resilient Form: Life, liberty, and the Pursuit of Sustainable Happiness" 137-275**
- Dannenberg, D. and Frumkim, H. (2011) Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability, Island Press. **Chapters: 10 and 15**

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**Phase III:**

Community Outreach and learning from case studies, presentation due Friday October 12<sup>th</sup> report due on Monday October 15<sup>th</sup> at the beginning of class.

Strategic interventions and master plan: Data integration, design, program and policy recommendations in the context of constraints and opportunities of site.

**Required Readings:**

- Beatley, Timothy. (2011). Biophilic Cities: Integrating Nature into Urban Design and Planning. Island Press. **Chapter: 5**
- Dannenberg, D. and Frumkin, H. (2011) Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability, Island Press. **Chapter: 19**

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**Phase IV:**

Concept Plan, Strategic Frameworks and Precedent Study, presentation Friday October 26<sup>th</sup>

Report due on Monday October 29<sup>th</sup> at the beginning of class.

**Required Readings:**

- Beatley, Timothy. (2011). Biophilic Cities: Integrating Nature into Urban Design and Planning. Island Press. **Chapters: 4 and 6**
- Hester, R. T. (2006). Design for ecological democracy. Cambridge, Mass., MIT Press. Chapters: "Impelling Form: Make a City to Touch the People's Hearts" 277-323

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**Phase V:**

Design: Programming Planning and Strategies for Implementation due Friday November 30<sup>th</sup>

(tentative) final booklet/ report and drawings due Monday December 3<sup>th</sup> (tentative)

Production of Deliverables will include: a final report and presentation which are to include key findings, analysis, plans, recommendations, and support graphic material. Final submission will include 36" x 48" board, model(s), hard copy of report, digital copy of report and power point presentation, with graphics and text to communicate key findings and recommendations.

**Required Readings:**

- Hester, R. T. (2006). Design for ecological democracy. Cambridge, Mass., MIT Press. Chapters: "Impelling Form: Make a City to Touch the People's Hearts" 325-396

**Breakdown of Grades by Project:**

Grades for the Urban Design Studio will be assessed on two components: individual and team effort in the production of deliverables. Individual effort and work quality will comprise 40 percent of the final grade. The other 60 percent will be based on team performance.

<b>1. Individual Assessment</b>	<b>25%</b>
<ul style="list-style-type: none"> <li>1. Book report</li> <li>2. Midterm-Final</li> <li>3. Reaction papers and reading assignments</li> <li>4. Participation and attendance</li> </ul>	
<b>2. Team Assessment</b>	<b>75%</b>
<ul style="list-style-type: none"> <li>1. Site Research and analysis and Neighborhood Appraisal</li> <li>2. Analysis, Mapping and Secondary Source Information</li> <li>3. Community Outreach and learning from case studies</li> <li>4. Concept Plan, Strategic Frameworks and Precedent Study</li> <li>5. Design: Programming Planning and Strategies for Implementation</li> </ul>	<p>12%</p> <p>10%</p> <p>12%</p> <p>11%</p> <p>30%</p>
<b>TOTAL</b>	<b>100%</b>

**Team assessments**

Assessment of team output will include both the final product and public presentation and the intermediate products and presentations. The final product and overall set of intermediate products are weighted as delineated in the table above. Assessment will be based on a consultative process among the instructors and the teaching assistant for the course. The reviews received from invited special guests and other informed individuals who attend the presentations and/or review the final document will be considered.

**Individual assessments**

Individual contribution to the studio experience and products will be assessed on the following four activities:

1. Attendance, class participation in seminar and lecture discussion, background research and studies as well as team activities will be considered in the individual assessment. A calendar of in-studio presentations and activities will be posted and updated on Carmen. It is the student's responsibility to refer to this calendar. Class participation, attendance,
2. Every team member is required to lead a presentation at some point during the course. The syllabus offers several opportunities for public presentations. According to the schedule, there are at least five intermediate presentations and a final presentation. Performance in these presentations will be considered in the overall individual assessment.
3. Twice during the course of the studio you will be asked to assess the impact and contributions of each of the other members of your team. These assessments will take place during the mid-

term and towards the end of the session. These provide an instrument to evaluate the team dynamics and assess perceptions of individual contributions. Instructors are not looking for fine-grained distinctions in performance but checking for larger patterns. If serious issues arise during the mid-term assessments some adjustments in the teams may be needed.

**Additional Books some on Reserve for Studio Project:**

- Barnett, J. (2003). *Redesigning cities: principles, practice, and implementation*. Chicago, Planners Press.
- Beatley, T. (2004). *Native to nowhere: sustaining home and community in a global age*. Washington, DC, Island Press.
- Beatley, T. and K. Manning (1997). *The ecology of place: planning for environment, economy, and community*. Washington, D.C., Island Press.
- Brown, L. J., D. Dixon, et al. (2009). *Urban design for an urban century: placemaking for people*. Hoboken, N.J., Wiley.
- Calthorpe, P. *Urbanism in the age of climate change*. Washington, DC, Island Press: 1 online resource (xii, 139 p., 24 p. of plates).
- Calthorpe, P. and W. B. Fulton (2001). *The regional city: planning for the end of sprawl*. Washington, DC, Island Press.
- Dunham-Jones, E. and J. Williamson (2009). *Retrofitting suburbia: urban design solutions for redesigning suburbs*. Hoboken, N.J., John Wiley & Sons.
- Ellin, N. (2006). *Integral urbanism*. New York, Routledge.
- Farr, D. (2008). *Sustainable urbanism: urban design with nature*. Hoboken, N.J., Wiley.
- Frumkin, H., L. D. Frank, et al. (2004). *Urban sprawl and public health designing, planning, and building for healthy communities*. Washington, DC, Island Press: xxi, 338 p.
- Gehl, J. *Cities for people*. Washington, DC, Island Press.
- Gehl, J. (1996). *Life between buildings: using public space*. Copenhagen, Arkitektens Forlag.
- Goldsmith, S. A. and L. Elizabeth What we see: *advancing the observations of Jane Jacobs*. Oakland, CA, New Village Press.
- Harnik, P. *Urban green: innovative parks for resurgent cities*. Washington, DC, Island Press.
- Hazel, G. and R. Parry (2004). *Making cities work*. Chichester ; New York, Wiley-Academy.
- Hester, R. T. (2006). *Design for ecological democracy*. Cambridge, Mass., MIT Press.
- Hinshaw, M. L. (2007). *True urbanism: living in and near the center*. Chicago, American Planning Association.
- Jacobs, A. B. (1985). *Looking at cities*. Cambridge, Mass., Harvard University Press.
- Low, N. (2005). *The green city: sustainable homes, sustainable suburbs*. Sydney  
Abingdon, Oxfordshire ; New York, UNSW Press ;  
Routledge/Taylor & Francis.
- Newman, P., T. Beatley, et al. (2009). *Resilient cities: responding to peak oil and climate change*. Washington, DC, Island Press.
- Shaftoe, H. and International Institute for Environment and Development. (2008). *Convivial urban spaces : creating effective public places*. London; Sterling, VA, Earthscan in association with the International Institute for Environment and Development.
- Sucher, D. (2003). *City comforts: how to build an urban village*. Seattle, City Comforts.
- Tachieva, G. *Sprawl repair manual*. Washington, Island Press.
- Talen, E. (2008). *Design for diversity : exploring socially mixed neighborhoods*. Amsterdam; Boston; London, Architectural Press.



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- Talen, E. (2009). Urban design reclaimed : tools, techniques, and strategies for planners. Chicago, American Planning Association, Planners Press.
- Van der Ryn, S. and P. Calthorpe (1986). Sustainable communities: a new design synthesis for cities, suburbs, and towns. San Francisco, Sierra Club Books.
- Walljasper, J., Project for Public Spaces. et al. (2007). The great neighborhood book a do-it-yourself guide to placemaking. Gabriola Island, B.C., New Society Publishers: xvi, 175 p
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(Note: Tentative Course Outline/ Schedule subject to change depending on circumstances)

Week	Mon	Wed	Fri
1 (Urban Context)	8/20	8/22	8/24 <b>Course Introduction</b> Team formation for research part, and quadrant selection 4 teams. Introduce/ start assignment #1  Introduce/ start Phase I. Site Research and analysis and Neighborhood Appraisal <b>visual survey samples</b>
2	8/27 <u>Lecture: Urban Design</u> <b>Readings: Looking at Cities “Ques” and Everyday Urbanism</b>  Site Research and analysis: desk crits	8/29  Site Research and analysis: desk crits	8/31  Site Research and analysis: desk crits
3	9/3 <b>Seminar/ Reading: Group discussion.</b> Site Research and analysis: desk crits	9/5  Site Research and analysis: desk crits	9/7  Site Research and analysis: desk crits
4	9/10 <u>Lecture: Dutch Urbanism, case studies</u>	9/12 <b>Secondary Sources:</b> desk crits	9/14 <b>Phase I. Visual Survey and Asset Mapping. (Presentation)</b>  Introduce/ start assignment #2
5	9/17 <b>Booklet/ Report Phase I. due</b> Mini Lecture: Census Data <b>Secondary Sources:</b> desk crits	9/19  <b>Secondary Sources:</b> desk crits	9/21  <b>Secondary Sources:</b> desk crits

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6 (Ste Design)	9/24 <u>Lecture: (M. Leasure or C. Rogers)</u> Seminar/ Reading: group discussion Secondary Sources: desk crits	9/26 Secondary Sources: desk crits	9/28 Secondary Sources: desk crits
7	10/1 Phase II. Analysis, Mapping and Secondary Source Information (Presentation) Introduce/ start assignment #3	10/3 Booklet/ Report Phase II. due Film: Making Sense of place Cleveland Community Outreach and learning from case studies: desk crits,	10/5 Community Outreach and learning from case studies: desk crits,
8	10/8 Film: Designing a Great Neighborhood Seminar/ Reading: group discussion Community Outreach and learning from case studies: desk crits,	10/10 Community Outreach and learning from case studies: desk crits,	10/12 Midterm review Phase III. Community Outreach and learning from case studies Introduce/ start assignment #4
9	10/15 Booklet/ Report Phase III. due Concept Plan, Strategic Frameworks desk crits	10/17 Concept Plan, Strategic Frameworks desk crits	10/19 Midterm exam: based on readings and lectures. Concept Plan, Strategic Frameworks desk crits
10	10/22 <u>Lecture: (M. Leasure or C. Rogers)</u> Phase #4, Concept Plan, Strategic Frameworks desk crits	10/24 Phase #4, Concept Plan, Strategic Frameworks desk crits	11/2 Phase #4, Concept Plan, Strategic Frameworks desk crits
11	10/29 <u>Lecture: (J. Lara)</u> Seminar/ Reading: group discussion Concept Plan, Strategic Frameworks desk crits	10/31 Concept Plan, Strategic Frameworks desk crits	10/26 Public Mid-term Review Phase IV: Concept Plan, Strategic Frameworks and Precedent Study Introduce/ start assignment #5
12	10/29 Booklet/ Report Phase IV. due <u>Lecture: (J. Lara)</u> Design: Planning and Strategies for Implementation desk crits	10/31 Design: Planning and Strategies for Implementation desk crits	11/2 Mid-term exam based on readings and lectures Design: Planning and Strategies for Implementation desk crits

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13	11/5 Seminar/Reading: group discussion <b>Design: Planning and Strategies for Implementation</b> desk crits	11/7 <b>Design: Planning and Strategies for Implementation</b> desk crits	11/9 <b>Design: Planning and Strategies for Implementation</b> desk crits
14	11/12 Memorial Day observed - no classes, offices closed <b>Design: Planning and Strategies for Implementation</b> desk crits	11/14 <b>Design: Planning and Strategies for Implementation</b> desk crits	11/16 (Interim final review in house) <b>Design: Planning and Strategies for Implementation</b> desk crits
15	11/19 (Interim final review in house) <b>Design: Planning and Strategies for Implementation</b> desk crits	11/21 Thanksgiving Break begins - no classes.	11/23 Columbus Day observed - no classes, offices closed
16	11/26 <b>Design: Planning and Strategies for Implementation</b> desk crits	11/28 <b>Design: Planning and Strategies for Implementation</b> desk crits	11/30 (Tentative) <b>Final Public Presentation</b> Phase V: Design: Programming Planning and Strategies for Implementation Booklet/ Report Phase V. due
17	12/3	12/5	