



## Teaching Approach

The course is delivered as a remote, structured directed study, wherein local field research in Barcelona or Tokyo plays a critical role. Students will receive a *Public Realm Primer* as a course reference manual that will frame the course process. The course offers a number of learning lens into the analysis, interpretation, and documentation of the phenomena that defines the operation and performance of the city, including readings, case studies, graphical methodologies, and design interventions. Each student will be working independently on a chosen public space for the duration of the term. Completed course material will be submitted to the course instructor digitally based on the course schedule.

## Content and Evaluation

Students are required to demonstrate an understanding of relevant concepts that structure our reading of the contemporary public realm, exploring and documenting these through a graphic portfolio of local and international public realm case studies. Students are required to design an intervention within a public space they have studied and analyzed. Students are required to prepare a summary submission for grading. Students are expected to complete required readings.

Graphic Case Study Portfolio (analysis, interpretation, intervention) 100%



# PUBLIC REALM PRIMER

## *ESTABLISHING A CONTEXT FOR DESIGN RESEARCH: RULES OF ENGAGEMENT WITH THE CITY*

### **An Intellectual Milieu:**

This course and its objectives are fundamentally connected to the understanding that the city, and its public realm, are critical facets of the social life of our society. Beyond the recognition that cities are physical entities, this design research course is an opportunity to analyze, interpret, represent, understand, and then intervene in the city as the stage for public life.

To that end, much of the students' time will take place in the city as an observer, a flaneur, a voyeur of public life; primary research is the pedagogical driver of this course. That said, the student is thinking and operating within an intellectual context defined by a number of philosophers, theorists, and thinkers, including Henri Lefebvre, Setha Low, David Harvey, and Edward Soja. These writers, among other considerations, explore the city and public space as a socially produced space, a space that is constructed through the human relations that are at play throughout the life of that space. This is the intellectual milieu within which you will explore, understand, draw, and design for the public realm.

Some key writings from these authors include:

- Henri Lefebvre. *The Production of Space*, Blackwell, Cambridge. 1991. 454 pp.  
David Harvey. *Spaces of Hope*, University of California Press. 2000. 293 pp.  
Edward Soja. *Third Place, Journeys to Los Angeles and Other Real-and-Imagined Places*, Wiley-Blackwell. 1996. 348 pp.  
Setha Low. *Spatializing Culture: The Social Production and Social Construction of Public Space in Costa Rica*, *American Ethnologist*, Vol. 23, No. 4, Nov. 1996, pp. 861 -879

It is not necessarily recommended that students read all these reference texts, but that you are familiar with the context within which they are operating. At minimum, read the Setha Low article, as well as critical reviews of the listed books.

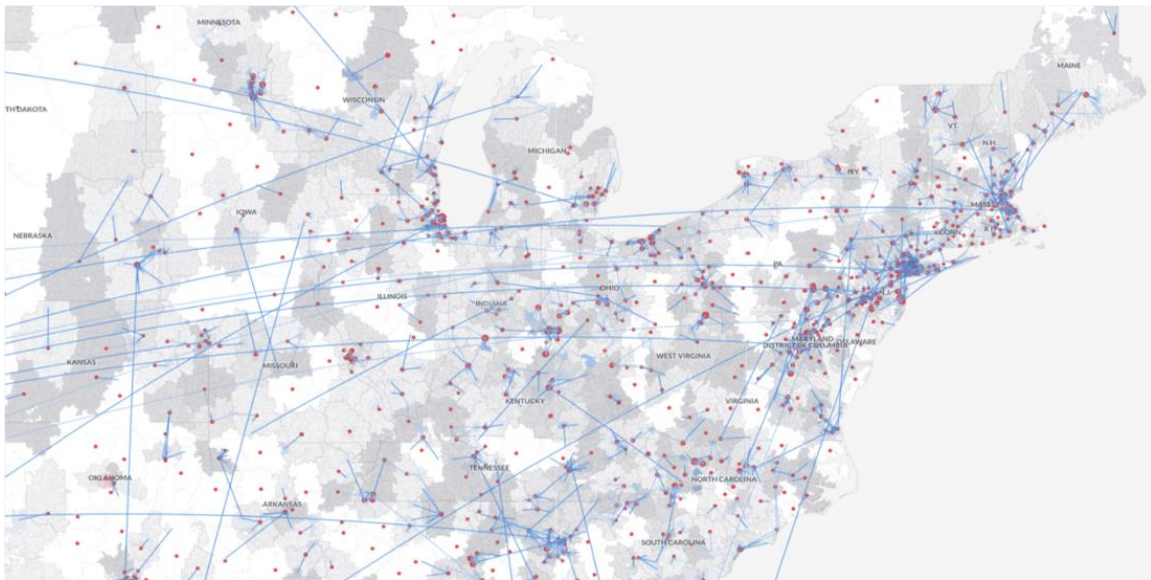
### **A Representational Context:**

Space that is socially produced implies the capacity to observe, document and design for time-based urban and relational phenomena. Because of this, unconventional representational strategies need to be generated and explored that have the ability to precisely capture phenomena over time. To this end, several reference books are available that situate graphic strategies towards capturing a wide range of data, including data that is defined through time. Two such reference books are as follows:

Klanten, Robert (editor) *Data Flow: Visualizing Information in Graphic Design*, 2008, Gesalten, Berlin

Klanten, Robert (editor) *Data Flow 2: Visualizing Information in Graphic Design*, 2010, Gesalten, Berlin

Each student is responsible for developing appropriate strategies for capturing the relevant urban, social and relational phenomena operating in their chosen public space case study.



### **A Project Delivery Context:**

This course is based on the creation of one Case Study project focused on socially constructed public space. The project delivery is divided into a series of related studies. Each study has a submission date.

#### **Weeks 1-4 Readings, find and research Case Study Public Realm in Barcelona or Tokyo**

Discussion: walk the city you are in with eyes wide open. Understand how it operates and is socially constructed through the actions of its citizens. Choose a small public space that is sufficiently complex and well used so that it is understood to be a good candidate for further research. Photo-document the space as a physical entity as well as how it transforms over time based on the diurnal shifts and the different occupations and appropriations of the space.

Research and gather information on the space and generate base drawings for the space. Write a one-page summary. Submission deadline: October 3

**Weeks 5-7      *Analyze, Interpret, and graphically represent Case Study Public Realm***

Discussion: Using mapping as an exploratory and representational strategy, graphically document the different urban phenomena at play in your case study public space. Key aspects of this time-based study will include flows, vectors, intensities, actions, etc. Keep in mind you will need to observe, understand, and document the space in its full diurnal cycle and capture all facets of society that utilize the space.

Submission deadline: October 24

**Weeks 8-12      *Based on Analysis and Interpretation, create Intervention into Public Realm***

Discussion: The mapping process will reveal the fundamental nature of the space, how it is used, appropriated, and socially constructed. From this mapping exercise, determine how best to augment the public space physically so that the space can better act as a catalyst for the networks, flows and use intensities of its participants. That is, what design intervention can be imagined and inserted into the space that would strategically add to the value of this space?

Submission deadline: December 6

## GRADING SCALE

The following equivalencies (the University of Calgary has no official percentage scale system) will be used in calculating grades: A+ (95.0-100.0); A (90.0-94.99); A- (85-89.99); B+ (80.0-84.99); B (75.0-79.99); B- (70.0-74.99); C+ (65.0-69.99); C (60.0-64.99); C- (55.0-59.99); D+ (50.0-55.99); D (45.0-49.99); F (0-44.99).

At the discretion of the instructor, assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

## SPECIAL BUDGETARY REQUIREMENTS

Special budgetary requirements are limited to the optional purchase of course readings and, in specific courses, mandatory supplementary fees to cover certain expenditures, such as field trips. Mandatory supplementary fees must be approved by the University prior to implementation.

## NOTES

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer ([jtaillef@ucalgary.ca](mailto:jtaillef@ucalgary.ca)). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/)
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<https://www.su.ucalgary.ca/contact/>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.ucalgary.ca/ombuds/>).
8. A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.
9. Students are expected to complete all course assignments on time. There will be no final exam. Students must obtain an overall passing grade to pass this course, however, if a student fails any phase of the course worth 30% or more they will fail the course. A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded may request to have the paper re-graded. The student shall discuss the work with the instructor within **fifteen days** of being notified of the mark or of the item's return to the class. More information can be found in the Graduate Calendar:  
<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>