



<b>Course Number</b>	PLAN 626	<b>Location</b>	PF 3160
<b>Course Name</b>	Urban Design Theory		
<b>Instructor</b>	Dr. Beverly A. Sandalack	<b>Office Hours</b>	By appointment
	<b>Email</b> <a href="mailto:sandalack@ucalgary.ca">sandalack@ucalgary.ca</a>	<b>Phone</b> 403 220 4517	
<b>Class Dates</b>	Mondays 9:00am - 12:10pm		
<b>Email Policy</b>	All course communications must occur via your @ucalgary email		
<b>Teaching Assistant</b>	Madiha Mehdi <a href="mailto:madiha.mehdi@ucalgary.ca">madiha.mehdi@ucalgary.ca</a>		

### Course Description

This course is intended to provide students with an introduction to theories, concepts, methods, & contemporary issues in urban design. The course consists of lectures, seminars, local field trips (tentative), and assignments.

Urban design deals with three-dimensional design of the built urban environment at the scale of the street, neighbourhood, and city, providing integration between landscape and buildings, and with the processes and strategies of development. Urban design is at the intersection of several disciplines. By focusing on the public nature of all urban development, and by bridging the traditional jurisdictions of many professions, urban design has the potential scope to address the wholeness of the city. In this course, urban design is considered to be an approach as well as a methodology for city-building, and it involves, and links, various professions involved in the design of human settlements, including architecture, landscape architecture, and planning. Issues of local and regional identity and sustainability also inform the course.

<https://www.ucalgary.ca/pubs/calendar/grad/current/planning-plan.html#45202>

**LECTURES** will cover the following inter-related topics:

Urban design overview

- the evolution of urban form, and the planning & design ideas influencing urban development
- urban design as an approach / a way of thinking / a state of mind / a practice
- who is involved in the design and development of the urban physical environment?
- the value of urban design

Urban form and process

- schools of thought, methods, approaches
- urban form and the cultures that produce it
- urban morphology and typology
- urban analysis

Making better places

- the qualities of 'good' urban form
- the public realm and its evolution
- private development and its contribution to urban design
- identity and sense of place

- urban design guidance and review

**ASSIGNMENTS** will allow students to explore

- approaches and methods of urban analysis
- contemporary urban design issues
- documentation and communication techniques

**URBAN DESIGN CAPSULES** – brief lessons, readings or discussions will allow consideration of specific points.

**READINGS** will be assigned to the class to complement the lectures and site visits. Students should complete the readings prior to the related lecture/site visit.

**SITE VISITS** may be included in some classes. Physical attendance is not mandatory; there will be several equivalent means of learning about the site for students who are unable to attend or who are uncomfortable with attending in person. These equivalent alternatives may include participation in person during the class along with the instructor, visiting the site on your own with a notated site map, visiting the site online via Google Earth with a notated site map, or viewing a recorded site visit. Protocols for physical site visits will be established for social distancing and other safe practices, and students will be expected to adhere to these requirements.

**Course Hours: 3 units; (3-0)**

## Course Learning Outcomes

Upon completion of this course, students will know and be able to:

1. Understand the evolution, theories, methodologies and concepts of urban design
2. Describe, analyze & understand urban form & its evolution by employing skills, techniques & vocabulary
3. Understand contemporary issues affecting urban design, urban quality, & urban life
4. Critically & constructively analyze urban form in terms of various qualities/metrics & at a range of scales
5. Articulate a personal approach to urban design based on theories, precedents & best practices

## Learning Resources

Specific readings will be assigned. Students are encouraged to read widely from the general reference list below. It is expected that students will have a general understanding of the history of cities from their previous studies. Students without this background are strongly advised to read either Morris, AEJ (1979) *History of Urban Form* or Mumford, L (1961) *The City in History* prior to or early in the term. I encourage you to acquire one of the urban design readers as they contain many of the seminal ideas of urban design. Make use of various online used book resources (such as AbeBooks.com).

### **Urban design / city readers, compendia and standards (older editions are also fine):**

American Planning Association (2006) *Planning and Urban Design Standards* (Wiley Graphic Standards)  
 Carmona, Matthew and Steve Tiesdell (2007) *Urban Design Reader* (Architectural Press)  
 English Partnerships (several printings) *The Urban Design Compendium*. <http://udc.homesandcommunities.co.uk/>  
 Grant, Jill (2007) *Reader in Canadian Planning: Linking Theory and Practice* (Thompson Nelson Canada)  
 Jencks, Charles & Karl Kropf (eds) (1997) *Theories/Manifestoes of Contemporary Architecture* (Academy Editions)  
 Larice, Michael and Elizabeth Macdonald (2007) *The Urban Design Reader* (Routledge)  
 LeGates, Richard T. and Frederic Stout (1996) *The City Reader* (Routledge)

### **Also recommended:**

Alexander, Christopher et al (1977) *A Pattern Language* (Oxford University Press)  
 Bacon, Edmund N. (1974) *Design of Cities* (New York: Penguin Books)  
 Bentley, Ian. et al (1985) *Responsive Environments: A Manual for Designers* (Architectural Press)  
 Calthorpe, Peter (1993) *The Next American Metropolis* (New York: Princeton Architectural Press)  
 Ellin, Nan (1996) *Postmodern Urbanism* (Oxford: Blackwell Publishers)

Gehl, Jan (1987) *Life Between Buildings: Using Public Space*  
 Hough, Michael (1990) *Out of Place: Restoring Identity to the Regional Landscape* (Yale University Press)  
 Hough, Michael (1994) *Cities and Natural Process* (Routledge)  
 Jacobs, Jane (1961) *The Death and Life of Great American Cities* (New York: Random House)  
 Jacobs, Alan B., Elizabeth MacDonald and Yodan Rofe (2002) *The Boulevard Book* (MIT Press)  
 Lynch, Kevin (1971) *Site Planning* (Cambridge, Mass.: MIT Press) or later versions with Garry Hack  
 Lynch, Kevin (1981) *(A Theory of) Good City Form* (Cambridge Mass.: MIT Press)  
 McHarg, Ian (1969, reprinted 1994) *Design With Nature* (New York: Doubleday)  
 Newton, Norman (1971) *Design on the Land: The Development of Landscape Architecture* (Harvard Univ. Press)  
 Relph, Edward (1987) *The Modern Urban Landscape* (London: Croom Helm)  
 Sandalack, Beverly A & Andrei Nicolai (2006) *The Calgary Project: urban form/urban life* (Univ. of Calgary Press)  
 Trancik, Roger (1986) *Finding Lost Space: Theories of Urban Design* (New York: Van Nostrand Reinhold)

**Technology requirements:**

Course materials will normally be posted to D2L. It is the student’s responsibility to access this material.  
 All assignments will be able to be completed using hand drawings/diagrams or computer graphics similar to what is used in the studios.  
 Presentation software, such as PowerPoint or Keynote, will also be required for some reviews; students should consult online tutorials if they are not familiar with the software, as instruction will not be provided in this course.

**Additional Classroom Conduct and Related Information**

**Guidelines for Zoom Sessions in Online Classes (only if required – this course is offered in person, on campus)**

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join the class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the class sessions. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

**Assessment Components**

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Assignment (pairs)	20x20 <i>pecha kucha</i> : Talking about Urban Design	30%	2,3,4
Assignment (pairs or small group)	Seminar: Book Presentation	45%	1,3,5
Assignment (individual)	Poster: Urban Design Manifesto	25%	1,2,3,4,5

**Assessment and Evaluation Information**

Students are expected to be in attendance for the entirety of all lectures, assignment presentations and reviews. Site visits may be included; they are not mandatory. Students will be expected to visit their project site and other sites either in person, with the instructor or on their own, or to take advantage of one of the online options.

Because the assignments are partially evaluated during presentations and reviews, all work must be completed on time. Unless agreed to by the instructor for reason of illness, academic accommodation (see University Policy below), or on compassionate grounds (all of which are to be supported by written documentation by the student), late submissions will be penalized one half letter grade per day, up to a maximum of three calendar days (including weekends and holidays), after which the assignment will receive a failing grade. Late presentations will normally not be permitted to be re-scheduled. There may be an opportunity to remediate late assignments/reschedule presentations if

a written request by the student outlining the circumstances is received and approved by the instructor, normally prior to the due date/presentation date.

Evaluation will be based on the project assignments, completed during the term. A passing grade (B-) in each assignment is required in order to pass the course as a whole. All assignments will be evaluated by letter grades. Final course grades will be reported as letter grades, with the final grade calculated according to the 4-point range, as per the SAPL grading scale. There will be no final examination. (NOTE: students may be given an opportunity to remediate failing assignment grades; if so, the student(s) must satisfy expectations and due dates as per each remedial assignment.)

Writing and the grading thereof is a factor in evaluation of all course components.

Work will be completed individually, in pairs or in small groups. Students will receive a common grade for work done in pairs or groups, unless it is clear to the instructor, or identified by the student team prior to the due date of the project, that there are issues with work distribution or quality or with communication among team members, in which case the issues will be discussed with the students and different grades may be assigned.

## Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

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.

### Topic Areas & Class Schedule (some minor changes may be made to weekly topics)

Date	Topic	Assignments/Due Dates
September 12	Course introduction	Introduction of all assignments. Project briefs will be provided to the class
September 19	Settlement patterns in the west; Calgary urban evolution; What/why is Urban Design?	Seminar and <i>pecha kucha</i> topics and teams to be finalized
September 26	The qualities of “good” urban form; Environmental factors; Spatial structure	
September 27	Urban morphology and building/street interface; Observing human behaviour	
October 3-7	No classes SAPL Block Week	
October 10	No class Thanksgiving Day	
October 17	Scale and urban design; big urban projects	Site visit – University District (note: weather-dependent - <b>may</b> be scheduled for a different date)
October 24	21 <sup>st</sup> C issues Part 1	Presentations of <i>pecha kucha</i> project Part 1
October 31	21 <sup>st</sup> C issues Part 2	Presentations of <i>pecha kucha</i> project Part 2
November 7-11	No classes UofC term break	
November 14	The “isms”; Sense of place; urban design for multiple cultures	
November 21	Seminars	Seminar presentations Part 1
November 28	Seminars	Seminar Presentations Part 2
December 5	Seminars	Seminar Presentations Part 3

	Last class meeting day	
December 7	Last day of the semester	Poster projects due

**Assignment 1. 20x20 *pecha kucha*: TALKING about URBAN DESIGN**  
**worth 30% of the course grade, Completed in pairs**  
**DUE October 24 and 31 (schedule tba)**

What is “good” urban form? This question is a central concern of urban design and of this course. In this assignment, you will develop a short *pecha kucha* presentation that explores and illustrates one of the topics in the project brief (or another approved topic).

**20 slides for 20 seconds, automatically advanced**

**Assignment 2. SEMINAR: BOOK PRESENTATIONS**

**worth 45% of the course grade, Completed in pairs**

**DUE November 21 and 28 and December 5 (schedule of presentations tba)**

Seminars considering selected urban design theories and theorists will build on the framework of the lectures and provide the class with an overview of many of the important contributions to urban design education and practice. Student pairs will select one reference from the **Seminar Topics** in the project brief to review and present to the class. Each group will present a short explanation of the work and lead a discussion of the class to help to integrate the seminars. The intentions of this assignment are that every student will a.) thoroughly understand one of the seminal texts, b.) through active attendance of the other seminar classes, gain a broad overview of the foundations of urban design as a practice and a way of thinking.

**Assignment 3. POSTER: URBAN DESIGN MANIFESTO**

**worth 25% of the course grade, completed individually**

**DUE 7 December (last day of the term)**

This project provides an opportunity for each student to synthesize what they have learned in this class through the lectures, urban design capsules, assignments and any site visits, and to reflect on the qualities of the public realm and the principles and best practices of urban design and to develop their own personal manifesto for urban design. A minimum of 10 and a maximum of 12 ideas about the qualities and principles are to be distilled into a series of notated diagrams, illustrations or photographs, and composed into a poster presentation (24” x 36” final size when printed). A class exhibition of the posters will be scheduled after the due date.

This project allows each student to a.) demonstrate that they have synthesized and internalized the lessons covered in this course, b.) develop a visual “manifesto” of what they believe is important in urban design, and c.) produce a visual aid that they can refer to for future studio work or course projects.

**Special Budgetary Requirements**

Any site visits will be possible on foot or by LRT/bus.

Assigned required readings will be available either in the library or on-line.

**University of Calgary Policies and Supports**

**COVID-19 PROCEDURE FOR SICK STUDENTS:** <https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf>

## **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>).

Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

## **ACADEMIC MISCONDUCT**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

## **COPYRIGHT LEGISLATION:**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

## **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

## **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

**UNIVERSITY STUDENT APPEALS OFFICE:** If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. <https://www.ucalgary.ca/secretariat/student-appeals>

**OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk