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**Landscape Architecture 191**  
**Urban Design Studio**  
**COURSE DESCRIPTION AND SYLLABUS**

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Winter Quarter 2008  
Mondays and Wednesdays 8am – 12pm  
Location:  
CRN #:

Instructor: David de la Peña  
Office:  
Office Hours: W 12 - 1pm, & by appointment  
Email: dsdelapena@ucdavis.edu

## **COURSE DESCRIPTION**

Given our current ecological predicament, the challenge for environmental designers is to find ways to re-create the urban form that sprawls around us. At first glance, improvement comes easy with an uninspiring starting point. But change often eludes designers who fail to find consensus among the many stakeholders who lay claim to the status quo.

This course has an Urban Design focus. Our laboratory will be local. We will explore the re-invention of outmoded suburban corridors, from uninspiring local streets to dying regional strip-malls. First, we will look for possibilities along a minor arterial in Davis. Next, we will tackle a massive urban transformation being planned in Sacramento – the re-invention of a regional corridor adjacent to a decommissioned military base.

In each project, issues of land use, urban form, ecology, transit, economic viability, and place-making will be discussed. Students will find precedents, map existing conditions, and propose interventions to parts or the whole of the corridors.

## **READINGS**

Jane Jacobs, "The Uses of Sidewalks – Safety," *excerpt from The City Reader*, Routledge, New York, 2000.  
Allan Jacobs, excerpts from *Great Streets*, Boston, MIT Press 1993.  
Donald Appleyard, excerpts from *Livable Streets*, Berkeley, University of California Press, 1981.  
Michael Southworth & Evan Ben-Joseph, "Street Standards and the Shaping of Suburbia," *Journal of the American Planning Association*, Vol. 61, No. 1, Winter 1995, 65-81.  
Excerpts from *Planning and Urban Design Standards*, John Wiley & Sons, Hoboken, 2006.

## **STUDIO POLICIES**

The development of professional skills and work habits is an integral part of this course and a critical goal for LDA's professionally accredited degree program in Landscape Architecture. Students must develop effective project planning and time management methods. Toward those ends the following course policies will be in effect throughout the semester:

1. All studio submissions, including interim materials, are to be submitted on the due dates indicated for that project. Products that are not complete at the deadline must still be submitted and will be graded as is. Exceptions to this policy will only be granted in cases of extreme extenuating circumstances (life threatening illness, etc.) where appropriate documentation is provided. Requests should be made as far in advance of the due date as possible.
2. The class period is an active working period. Students are required to be in studio and actively advancing their projects throughout the class period. Students may not leave the studio except with the instructors' permission. Students are not permitted to passively await the instructor's desk side critique. Nor are they permitted to work on projects for other courses. The level of effort during studio hours will be a component of each project evaluation.

3. Students must be equipped with the required materials and supplies at every class meeting (see below).
4. Students must be prepared to demonstrate substantial progress on their projects at each class meeting. Such progress indicates the level of effort outside of class periods each student expends upon his or her project and will compose part of their grade.
5. Consultation with fellow students is encouraged. Students often learn most from one another.
6. No extensions will be granted for late projects.

## **MATERIALS & SUPPLIES**

Every student must be equipped with the following materials and supplies necessary for active effort during class periods:

Drafting tools such as board surface cover, T-square, triangles, rolling parallel rulers, and templates.  
Both engineer's and architect's scales.  
Pencils - both soft sketching and harder drafting types and erasers.  
Markers, color pencils, pastels and pens for rendering.  
Tracing paper (not vellum) on 12" and/or 18" wide rolls (white or yellow).  
Sketchbook.  
Three ring binder for course handouts and assignments.

## **EVALUATION**

Attendance in studio is mandatory. Final grades for the course will be determined by the quality of your design projects, attendance, and engagement in course exercises and discussions.

It is expected that assignments will be completed in a timely manner and meet the expectations outlined in each exercise handout. The studio is a five-credit course. You will be evaluated on the following criteria:

5%	Project One – Research
10%	Project One – Site Analysis
20%	Project One – Final Plans
15%	Project Two – Site Analysis
30%	Project Two – Final Plans
20%	Class participation & improvement
A	excellent
B	good
C	fair
D	barely passing
F	not passing (work so poor that it must be repeated to receive recognition)

The grades A, B, C and D may be modified by a plus (+) or minus (–).

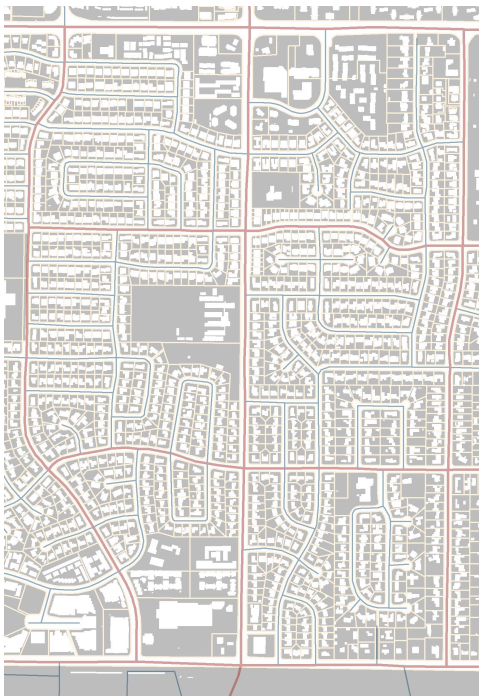
**COURSE SCHEDULE**  
**LDA 191 – Winter, 2008**

WEEK	DAY	TOPIC	ACTIVITY	READING	DUE
1	Jan 7	Introductions	Lecture	<i>Jane Jacobs</i>	
	Jan 9	Project 1 Intro	Site Visit - Davis	<i>Complete Streets</i>	
2	Jan 14	Research	Group work		
	Jan 16	Research	Pinup	Pinup	Research
3	Jan 21	<b>NO CLASS</b>			
	Jan 23	Site Analysis	Pinup		Site Analysis
4	Jan 28	Work	Desk Crits		
	Jan 30	Work	Desk Crits		
5	Feb 4	Project 1 Review			Review
	Feb 6	Project 2 Intro	Site Visit – Sac		
6	Feb 11	Mapping	Desk Crits		
	Feb 13	Transportation	Lecture	<i>Planning &amp; U.D. Standards</i>	
7	Feb 18	<b>NO CLASS</b>			
	Feb 20	Field Trip	SF Field Trip	<i>Allan Jacobs</i>	
8	Feb 25	Concepts & Focus Areas	Pinup		Pinup
	Feb 27	Land Use	Lecture		
9	Mar 3	Mid Review	Review		Mid-Review
	Mar 5	Details - Buildings	Lecture		
10	Mar 10	Work			
	Mar 12	Details - Streetscape	Lecture		
11	Mar 17	Work			
	TBD	FINAL REVIEW			Review

## PROJECT ONE: CORRIDOR REDUX – Anderson Lane

### “When Suburbs are the City.”

Most Americans live in suburbs. They travel daily on nondescript arterials, moving between home and work, or work and school, or school and shopping. These arterials are the workhorses of our road systems, but they are seldom designed as worthy environments by their own right – they are merely means to get somewhere better. As such, they have shown themselves to be devoid of human life, visual interest, and a sense of place. The scarcity of new land means that these everyday environments are the new frontier for urban designers. Retrofitting them offers opportunities to create environments that are more ecologically sensitive, more equitable, and more socially vital.



### Anderson Lane

This mundane street contains multiple land uses, including shopping centers, churches, offices, apartments, and single family homes. It also accommodates heavy pedestrian, bicycle, automobile, and bus traffic. It has all of the ingredients of a great street, but it fails to create a desirable sense of place. Our task is to propose transformations that will improve this corridor.

### Design Goals:

1. Enable safe, efficient transportation
2. Enhance natural systems & infrastructure
3. Reinforce urban form
4. Foster positive social interactions
5. Create a sense of place

**Activity One – Research:** Students will organize into 5 small groups to research one of the above topics. They will document their findings in written and graphic form. Research will entail the gathering of information about precedents, design criteria, and applicable theories. **(Due: Wed, Jan 16)**

**Activity Two – Mapping:** In the same small groups, students will map the corridor, staying focused on their topics. Base aeriels and GIS data will be provided. Maps should be analyses of the existing conditions, and they should also suggest where interventions are appropriate. **(Due Wed, Jan 23)**

**Activity Three - Concept & Focus Area Plans:** Working individually, students will prepare both an overall corridor concept plan as well as a more focused design study. Focus studies may be specific geographical areas (i.e. a shopping center or school frontage) or a thematic study (i.e. storm-water management or streetscape). **(Due Mon, Feb 4)**

LDA 191 - Winter 2008

Corridor Design Studio, David de la Peña, Instructor

## **PROJECT TWO: BROADWAY URBAN DESIGN PLAN**

Final Review Date: TBA

### **What is Urban Design?**

Rodolfo Machado has simply defined urban design as the process of design that produces or enhances urbanity. This definition allows for a lot of room for interpretation, and different ideas of what enhancements are desired. We will use this project to test the possibilities of urban design on an existing urban corridor, and to practice working collaboratively way to achieve a plan with broad consensus.

### **Broadway**

We will study this active corridor in Sacramento, from the river in the west to Alhambra Boulevard on the east. This 2 ½ mile stretch of road includes various open spaces, commercial, office, and entertainment buildings, residences, historic structures, and transit stations. Along its length are three districts: the Marina district, the Tower district, and Upper Broadway. Improvements in the public realm and on private property would enhance the livability of this community, and we will prepare an urban design plan that can give structure and vision to those improvements.

### **Design Goals:**

1. Enable Safe, Efficient Transportation
2. Create a useful network of open spaces.
3. Reinforce urban form,
4. Foster Positive Social Interactions
5. Create a sense of Place.
6. Support local commerce.

### **Approach:**

We will be working as one overall team and as six smaller groups. Each of the six groups will focus on one aspect of the urban design plan. These groups will generate overall plans for their topic along the entire corridor. Their recommendations will be discussed and accepted by the other groups. Each group will then apply the findings of their group and the other groups to one specific site.

### **Activity One - Mapping: (DUE WEDNESDAY, FEB 13)**

Produce existing context maps for the following topics:

1. Open Space Network
2. Road & Transit Network
3. Bike & Pedestrian Network
4. Built Form / Urban Form Map
5. Land Use Map
6. Places / Sacred Spaces Map

**Activity Two – Corridor Plans by Topic: (DUE MONDAY, MAR 3)**

In small groups, produce one plan for proposed improvements to the corridor. These plans must be accompanied by specific recommendations, which will act as policy moves for the other groups during the remainder of the quarter. Plans should be rendered to emphasize their topic. They should be accompanied by several perspective views taken at key locations along the corridor. They should also be accompanied by images of examples found elsewhere.

**Activity Three – Specific Site Plans (DUE at FINAL REVIEW, date TBD)**

In small groups, produce a site plan for one specific area along the corridor. These six “Opportunity Sites” will be selected by the instructor and must be unique for each group. Projects should reflect the application of the specific recommendations made by each group, and they should also offer an overall vision that will inspire the community. Further details for this assignment will be determined as we progress through the project. We may have the opportunity to present our final projects in a community workshop setting for the Broadway community.

**GROUP ASSIGNMENTS (Five groups of 3, One group of 4):**

**Open Space Group:**

**Road & Transit Network Group:**

**Bike & Pedestrian Group:**

**Building Design / Urban Form Group:**

**Land Use Group:**

**Place & Social Interaction Group:**