

**The Design School**  
**Fall 2017**  
**Tu & Th 10:30-11:45 DN 159**  
**Office hours by appointment only: T & Th 3-4 Design South 303**

**Arizona State University**  
**Associate Professor Renata Hejduk, PhD**

**Great Cities: Future Cities**  
**The Ecologies that constitute and transform the Urban Realm**

“If we still believe that cities are the most complicated artifact we have created, if we believe that they are cumulative, generational artifacts that harbor our values as a community and provide us with the setting where we can learn to live together then it is our collective responsibility to guide their design.”

Spiro Kostof, *The City Shaped*, 1991.

**MUD 598 Urban Design Elements** (3 credits)

“A historical introduction to the major urban design elements and the anatomy of cities, including public space, urban form, infrastructure and landscape.”

Prerequisites: admission to Master of Urban Design program, or instructor approval. Co-requisites: MUD 521 Advanced Urban Design Studio I”

**APH 414 History of the City** (3 credits)

“The city from its ancient origins to the present day. Emphasizes European and American cities during the last five centuries.”

Prerequisites: junior standing as a major in the Design School, or instructor approval. Satisfies General Studies Requirements: G (Global awareness), H (Historical awareness).”

**Objectives, format, and methodology**

“Education is the ability to perceive the hidden connections between phenomena.”  
Vaclav Havel

"I don't believe in this 'gifted few' concept, just in people doing things they are really interested in doing. They have a way of getting good at whatever it is. The American educational system never tells the student that."

Charles Eames Norton Lecture #5, Harvard University, 29 March 1971.

**The four objectives of this course:**

1. For you to do work that you are interested in and to get good at what you are doing.
2. To provide each student with a model of urban inquiry and action and collaborative skills that they can integrate into their future careers (whether they become professional designers or not). Hopefully, students will begin to think about how they approach urban and civic life. In the Design School, we believe that you all have the ABILITY to help make our cities great and become active designers of your environments whether or not you are an urban designer or architectural professional. Hopefully, this course will encourage you to be an active AGENT in the urban realm, even if you are not studying toward a design degree.
3. To understand the historic evolution of cities and the basic generative elements of urban design (formal and informal). We will examine a series of key moments in urban history and the specific forces that have shaped the evolution and growth of cities. The early history of cities is available to you on the Great Cities Website on HIDA. It's up to you to watch these at your own pace. The Modern and Contemporary History of the city will be learned through videos, lectures, and readings found on our on-line environment Great Cities and our Blackboard website. The modern, contemporary, and future history of the city will be studied through a series of readings, lectures, case study presentations, guest seminar participants, and collective dialogues.  
Students will develop a first-hand understanding and appreciation for those elements (cultural, technological, natural, and designed) that come together and push and pull cities into more or less generative landscapes.

What generative urban elements comprise thriving cities? We will also consider what happens when cities fail (war, economic crisis, moving migration patterns, emigrations, immigration, poverty, health crises, natural and manmade disasters) and what are the possibilities for regeneration.

4. To offer each student the opportunity to contribute apply what their growing knowledge to a design project. The students will be formed into new collaborative urban design practice or "office." Each office will be asked to develop a set of core moral and ethical values, philosophy of practice, office organization, urban design process, and then implement and test its success by designing a city intervention project.

## Requirements

### Required books:

Books are available at the ASU Bookstore for purchase or rental, Amazon.com, and Barnes and Noble.com as well copies in the Design Library on reserve. Amazon has many good used copies of both books. Students can join Amazon Prime and receive free 2-day shipping. You can cut and paste this link into your browser to sign up.

[https://www.amazon.com/gp/student/signup/info?ie=UTF8&refcust=ML5QE5S7I4D22OAJ7BIZN3JRMM&ref\\_type=generic&ref=sm\\_st\\_ref\\_g\\_gen](https://www.amazon.com/gp/student/signup/info?ie=UTF8&refcust=ML5QE5S7I4D22OAJ7BIZN3JRMM&ref_type=generic&ref=sm_st_ref_g_gen)

**LeGates**, Richard T and Frederic Stout. The City Reader. Sixth Edition. Routledge, 2016

**Dovey**, Kim. Urban Design Thinking. A conceptual tool kit. Bloomsbury, 2016

### Khan Academy Account

How to sign up at [khanacademy.org](http://khanacademy.org) (or log in if you already have an account). Visit [khanacademy.org/coaches](http://khanacademy.org/coaches) (the "Coaches" tab in your profile). In the "Add a coach" field, enter the class code. Class code: FWW9WQ

## Readings and Viewing

Every student should complete all the required reading and video viewing (listed below the class period) and write a précis for each topic's readings outlining the major ideas and issues presented, and lingering questions raised. These are due online as well as a hard copy brought to class.

Please bring your précis (A précis is a brief summary of a reading that includes the main points and arguments.) You should be prepared to engage in a critical dialogue (a dialogue is the art of thinking together) of the readings for each class and use your précis as a way to bring up ideas and points that you've thought through. I will collect them after each class and make comments at various points throughout the semester online. I will keep a writing portfolio of your work.

## Seminar policies and grading

### Communication:

I will communicate with you via Blackboard's email program and thru [asu.edu](mailto:asu.edu) email. I will post announcements on blackboard which will come to you through email. **It is ESSENTIAL that you check your [asu.edu](mailto:asu.edu) email every day to see if there are any announcements about class, updates, readings, etc.** If you email me, I will try to answer you within 24 hours of your email if it is not urgent. If it is urgent, please write URGENT in the subject line and I will respond as soon as it is possible. I read my [asu.edu](mailto:asu.edu) email usually once a day in the morning. Please make sure that you contact me the night before class if you have something important to tell me.

### Comportment:

You are students in a University. We expect that you will carry yourselves with grace and dignity; be respectful, earnest, and forthright in your dealings with one another, your professors, employers, and the administrative staff of the school; will dress in a manner that is befitting of adults working in a professional environment; and will act with honesty and integrity.

Any student behaving disrespectfully toward the professor, or one another (reading the newspaper, sleeping, talking during a lecture . . .), texting (see texting rule under requirements) will be asked to leave the class. Any student that persists in such behavior will be dismissed from the course.

### **Karma Points**

Students can give Karma Points (anonymously or not) to one another for being a positive and supportive force in the class. This means one student may have helped another student with a reading or helped with reading over a paper, said something really thoughtful or critically interesting in class or studio in relation to something that we are doing in our class, someone was supportive in general, someone took notes for someone who was sick, etc. etc.

Your professor can give Karma Points for the reasons listed above, or for someone writing a supportive or helpful comment online in response to a student (or students) written project posted on the discussion board.

Karma points help your professor to see who are the leaders in the class who help to make a supportive and thoughtful culture in the class.

### **Instructional Methodology and Requirements:**

This course **usually** meets face-to-face, twice a week, for 1.5 hours as a discussion/working group. Sometimes, our class will not have a face-to-face meeting and will have some other means of connecting or coming together. Do not schedule ANYTHING in our regularly scheduled class period. We have that time booked whether we are on line or in class.

**As the schedule is a fluid thing based on what is happening with the group, you must keep Tuesdays and Thursdays from 10:30-11:45 open every week for the entire semester.**

It is your job to post our schedule somewhere that you check regularly. I would suggest getting a month-on-two-pages planner and checking it every day. Highlight due dates so that you can see far out when assignments or projects are due.

### **Basic Bylaws of the Class:**

- Be generous and thoughtful toward the material and one another.
- Participate in discussions. This is a seminar. Everyone is expected to contribute
- Do your assigned reading and video viewing before class. If I sense that the reading for class is not being done, I reserve the right to give pop-quizzes as need be.
- We do not use laptops or Ipads to take notes in this class unless provisions have been made for you in consultation with the Office of Student Disabilities and myself.
- Recording of my lectures/our class is not allowed. It is a federal crime to record anyone without their permission. Anyone found recording will be asked to leave the class for the semester.
- Cell phones are to be turned off and left in your bags or pockets during class.

### **Texting , being on Social Media, and answering email ON YOUR PHONE IS NOT ALLOWED DURING OUR CLASS TIME.**

Anyone found texting or answer email in class will be asked to leave for that day's class, and one step down will be taken off their final grade. Thus. An A will become an A-. The only condition for having your cell phone on during class is if there is an emergent family situation.

### **attendance and excused absences**

Attendance at every class is required. Please email me if you need to miss a class for a medical or personal matter.

As with any high quality professional position, or within any leading-edge design practice, your attendance and active participation each and every day is mandatory.

The only exceptions are: 1) excused absences due to a serious illness under a doctor's care, hospitalization, a family death/tragedy, or another serious life altering event; 2) excused absences related to religious observances/practices that are in accord with ACD 304-04, Accommodation for Religious Practices; or 3) excused absences related to an ASU sanctioned events/activities that are in accord with ACD 304-02, Missed Classes Due to University-Sanctioned Activities. After receiving a pdf documenting your event, an excused absence will be granted and you will be allowed to complete the assignment in the same amount of time you were absent.

### **special accommodations**

To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#> ; Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please send this documentation to Professor Hejduk no later than the end of the first week of the semester so that your needs can be addressed effectively.

## **ASU Student Code of Conduct, academic dishonesty and plagiarism**

Please review the ASU Student Code of Conduct <https://students.asu.edu/srr/code> Please review the ASU Student Code of Conduct <https://students.asu.edu/srr/code> and ASU policy against disruptive or threatening behavior [SSM 104-02](#)

**Any act of academic dishonesty, such as plagiarism, will result in your automatic failure of the course and a final course grade of E.** Plagiarism is the act of using designs, words, or the ideas of others as if they are your own. By citing sources correctly, you give credit to the originator of the words and ideas you are using, you give your readers the information they need to consult those sources directly, and build their own credibility. College students sometime get into trouble because they mistakenly assume that plagiarizing and mashing up is ok, it is not. If you are unsure or have any questions, regarding these policies, academic dishonesty, or plagiarism, please ask.

## **grading**

It is assumed that every student in this course will take an active role in ensuring its quality. Throughout the semester, each student will be consulted and evaluated on their personal growth, in terms of the quality of their intellectual inquiry, depth of their research, and the quality of the work they produce.

Discussion Topic presentation	20%
Urban Design Practice, Office, and City Intervention Group work	30%
In-class dialogue – daily preparedness and participation	20%
Exam	30%

Late or incomplete work will not be accepted unless there is an extenuating circumstance that is shared with Professor Hejduk BEFORE the work is due. Please email if you feel that you are falling behind.

## Grading:

### Final Grades in History and Theory Courses in The Design School

“A” “+” “-”

Exceeds expectations Well Just

A final grade of “A” in this course exceeds the expectations of the course and the curricular requirements. An A+ well exceeds the expectations and an A- just exceeds the expectations.

The A range student’s exam scores are consistently among the highest within the peer group. The written work is consistently insightful, imaginative, well-constructed, and proofread. The student employs critical thinking skills using argument and support, synthesis, and precise language while developing a clear and identifiable personal voice. This student is an excellent researcher and demonstrates clear knowledge of research skills and proper documentation of sources. This student is very motivated to succeed in the class, participates often, and (in the appropriate setting: seminars or smaller classes) takes measures to connect with their instructors and their peers in a mature and reasoned manner. The work stands out as exemplary among their peers.

“B” “+” “-”

Fulfills expectations Well Just

A final grade of “B” in this course fulfills the expectations of the course and the curricular requirements. A B+ well exceeds the expectations and a B- just exceeds the expectations.

The B range student’s exam scores consistently meet the average in the peer group. The written work is usually a good response to the assignment and is well written, thoughtful and shows clear and independent thinking. This student begins to illustrate competence in critical thinking skills such as argument and support, but their work is not consistently proofread, nor clearly demonstrates complete mastery of your chosen subject matter. This student is a good communicator, but could work a bit harder on clarity, argument, research, and documentation of sources. They are motivated to succeed in the class and occasionally participate in class discussions (where applicable), or attempt to meet with their instructor. Their work shows promise of development and synthesis.

“C” “+” “-”

Under-achieves expectations Just Significantly

A final grade of “C” in this course illustrates that the student fulfilled most of the requirements of the course. A C+ almost fulfilled all and met most of the expectations of the course, and a C- significantly did not fulfill all or meet most of the expectations of the course.

The C range student is basically getting work done in this course, but without clarity of thought and little or no critical inquiry. The exam scores are either just below or well below (depending upon the +/-) the average for the class. This student shows little or no personal voice and is somewhat (or completely) unfocused. This student is somewhat competent in their written work, but it is often fragmented and the material is either not (or more often than not) synthesized. In the appropriate size class, this student rarely participates in class discussions and does not make (or rarely makes) an attempt to meet with their instructor to go over their work. Often you are unfocused in your written and oral presentations. Few critical thinking skills such as argument and support are exhibited in their work, and they often resort to opinion instead of reason. This student occasionally shows motivation to succeed, but it is not on a consistent basis. With consistent dedication to improving in those areas where the work and skills are insufficient (and by using the resources provided by their instructor and the university centers for writing and learning) this student could improve.

Note: C- is not a grade that can be given in the official final or midterm grade for courses at ASU, but may be used as a marker for projects and exams within the course to distinguish between C and D work.

“D”

Does not meet most expectations

A final grade of a “D” in this course illustrates that the student did not meet most of the expectations or requirements of the course or the curriculum.

This student is barely meeting the requirements of this course. They may have missed assignments, classes, and exams. Their work is without any clarity of thought and shows no critical inquiry. Their exam grades may have been in the lowest percentage of the classes, and their written work shows no personal voice, no research skills, or research documentation skills. This student may be using research resources without proper documentation. Their work on the whole is unfocused, fragmented not synthesized, potentially cynical, or opinionated. The student did not take responsibility for the quality of the work, and made little or no effort to contact their instructor to find out how to do better within the course. When applicable, this student does not participate in class discussions and may be disrespectful to their peers or instructor. They illustrate no motivation.

“E”, “F”

Fails all expectations

A final grade of an “E” or “F” fails all expectations of the requirements and expectations of this course. This student may have missed all or most of their assignments, exams, or classes. They show no interest in their work. They made no attempt to improve their situation.

## SCHEDULE OF CLASSES AND ASSIGNMENTS

TH	Aug. 17	Introduction
T	Aug. 22	How do we define City?
TH	Aug. 24	In-class group meet up – First Meeting of your Urban Design Practice & Collaboration Skills Workshop Dr. Wil Heywood
T	Aug. 29	The Industrial Revolution and the Birth of the Modern City
<b>TH</b>	<b>Aug. 31</b>	<b>Urban practice meetings with Professor Hejduk during Class</b>
<b>Due</b>		<b>Please bring a completed First Meeting Worksheet printed out with a copy (2 sided please) for Professor Hejduk and copies for your group also bring a copy of the Map of Understanding (both under course documents) to this meeting.</b>
T	Sept. 5	Modern City
TH	Sept. 7	Modern City
T	Sept. 12	Situationist City and Radical Propositions
TH	Sept. 14	Situationist City and Radical Propositions
<b>T</b>	<b>Sept. 19</b>	<b>Working Presentation Session</b>
<b>TH</b>	<b>Sept. 21</b>	<b>Working Presentation Session</b>
<b>FR</b>	<b>Sept. 22</b>	<b>Due Online: Assignment #1: 2 min video Site Strategy #1 Group Situationist/Spatial City/Instant City</b>
<b>SA</b>	<b>Sept. 23</b>	<b>Due online: Group Peer review of each other's work</b>
T	Sept. 26	Livable Cities
TH	Sept. 28	Everyday Urbanism
T	Oct. 3	Working Session in Class
TH	Oct. 5	No Face to Face Meeting. Landscape Urbanism Module Self Directed
<b>FR</b>	<b>Oct. 6</b>	<b>Due Online by 11 pm: Assignment #2 &amp; #3 2 Site Strategies</b> <b>Videos: 2-minute Livable Cities Video and 2-minute Everyday Urbanism Video</b>
T	Oct.10	Fall Break No Class
TH	Oct.12	Nature and the City: Biophilia
T	Oct. 17	Ecological Urbanism
TH	Oct. 19	Working Session & Class Discussion/ Decision about the format of the Exam.
<b>Su</b>		<b>Due online by 11pm. Assignment # 4, 2 min Video Biophilic or Ecological Urbanism Video</b>
T	Oct. 24	Smart Cities/Nano Cities
TH	Oct. 26	Lego Workshop
<b>Su</b>		<b>Due online by 11pm. Assignment #5, 2 min video Nano City or Smart City Video</b>
<b>T</b>	<b>Oct. 31</b>	<b>Working Presentation Session</b>
<b>TH</b>	<b>Nov. 2</b>	<b>Working Presentation Session</b>
T	Nov. 7	Activist Urbanism & DIY urbanism
TH	Nov. 9	Office Reflection Meeting
T	Nov. 14	SMOCA Paolo Soleri Museum Visit MEET AT MUSEUM
<b>TH</b>	<b>Nov. 16</b>	<b>EXAM</b>
T	Nov. 21	Cities and War Guest Seminar Participant MArch Student Aleksandra Tesonovic
TH	Nov. 23	Thanksgiving No Class
<b>T</b>	<b>Nov. 28</b>	<b>Reviews of Final Urban Interventions</b>
<b>TH</b>	<b>Nov. 30</b>	<b>Reviews of Final Urban Interventions</b>
<b>T</b>	<b>Dec. 5</b>	<b>All work due on Blackboard</b>



## SCHEDULE OF CLASSES AND WORK

### Great Cities

Fall 2017

### SCHEDULE OF CLASSES & ASSIGNMENTS

#### Week 1

Aug. 17

Great Cities overview: Students Choose Case Study Dialogues: Make Groups, Collect Academic Integrity Pledges, Paolo Soleri Field Trip Forms.

Read and watch

HIDA Great Cities Website online lecture Great Cities introduction

#### Week 2

Aug. 22, 24

Tu How do we define The City in the 21<sup>st</sup> century?

Read

1. Katz, Bruce, Andy Altman, Julie Wagner "An Agenda for the Urban Age" in Endless City, Phaidon. On reserve
2. Urban Age Conferences. "Urban Age Glossary" terms you need to know. In Endless City, Phaidon. On reserve
3. Dovey, Kim Urban Design Thinking Chapters 1-4, 9,10

Review

1. Burdett, Ricky and Deyan Sudjic. The Endless City. The urban Age Project by the London School of Economics and Deutsche Bank's Alfred Herrhausen Society. See Interventions: 20 Innovative Urban Projects in Six Urban Age Cities. On reserve

Th In-class group meet up – First Meeting of your Urban Design Practice & Collaboration Skills Workshop Dr. Wil Heywood

Read and Watch

1. Collaboration - Affect/Possibility: Ken Blanchard at TEDxSanDiego  
<https://www.youtube.com/watch?v=HKGkBRk1kSo>
2. The Understanding Map: <http://pz.harvard.edu/sites/default/files/Understanding%20map%20circle.pdf>
3. The Good Collaboration Toolkit: Getting Started. <http://www.thegoodproject.org/collaborationtoolkit/>
4. Create a Word Cloud. Use this link to help define your shared values and goals. <http://www.wordle.net/>
5. Defining Roles in your Group: <http://www.thegoodproject.org/collaborationtoolkit/elements-excellently-executed/defining-roles-within-collaboration/>

#### Week 3

Aug. 29 & 31

Tu The Industrial Revolution and the Birth of the Modern City

Student Presentations:

Paris and Haussmanization, Paris as Represented in the Art of the Time

Watch

1. Khan Academy Museum of Modern Art Video Series: (go to your Khan Academy site)
  - a. Claude Monet, Gare St. Lazare and Gustave Caillebotte, Paris on a Rainy Day.
  - b. The Museum of Modern Art, Modern. Art and Ideas, Introduction and Places and Spaces.
2. HIDA online lecture. The Industrial City

Read

1. Engels, Friedrich, "The Great Towns" from The Condition of the Working Class in England, 1844, in the City Reader

2. Benjamin, Walter, "Paris, Capital of the 19<sup>th</sup> Century" HIDA Online under The Modern City
3. Jordan, David P. "Haussmann and Haussmannisation: The Legacy for Paris." French Historical Studies Volume 27, Number 1 (Winter 2004): 87–113.  
<https://lucian.uchicago.edu/blogs/paris2013/files/2013/04/Supplemental-Readings-and-Information1.pdf>

**Th You will have an Urban Practice Meeting with Professor Hejduk during class time to introduce your Office.**

**Due Please bring a completed First Meeting Worksheet printed out with a copy (2 sided please) for Professor Hejduk and copies for your group also bring a copy of the Map of Understanding (both under course documents) to this meeting.**

Week 4  
Sept. 5, 7

Tu The Modern City

Student Presentations: Le Corbusier's Radiant City and Contemporary City; Tony Garnier's Industrial City; Frank Lloyd Wright's Broadacre City; Camillo Sitte, The Art of Building Cities; The City Beautiful Movement

Th The Modern City Day 2 (if needed)

Watch

HIDA online lecture The Modern City, The City Beautiful Movement

Read

1. Berman, Marshall. "The Twentieth Century: The Halo and The Highway" in All that is Solid Melts into Air: The Experience of Modernity. London: Penguin Books, 1988, pp.164-171. HIDA Online. Under The Modern City  
  
Simmel, Georg. "The Metropolis and Mental Life." 1903 HIDA Online. Under The Modern City
2. Wright, Frank Lloyd. Broadacre City: A new Community Plan. In The City Reader
3. Le Corbusier. "A Contemporary City" in City Reader
4. Hanisch, Ruth. Camillo Sitte: City Planning According to Artistic Principles, Vienna 1889 in Manifestoes and transformations in the early modernist city [electronic resource] / edited by Christian Hermansen Cordua. Online access ASU Library NA9094.8.C67 2010eb Online

Week 5  
Sept 12, 14

Tu The Situationist City and Constant's New Babylon, Yona Friedman's Spatial City, Archigram's Plug in City and Instant City

Student Presentation: The Situationists, Constant's New Babylon, Yona Friedman's Spatial City, Archigram's Plug in and Instant City

Watch

1. On the Passage of a Few People Through a Rather Brief Moment in Time: The Situationist International 1956-1972, The Institute of Contemporary Art Boston <https://www.youtube.com/watch?v=ncH0-q9OXco>
2. Constant Nieuwenhuys Exhibition in España Museo Reina Sofia, Madrid, Nov 2015  
<https://www.youtube.com/watch?v=Mkkmk8Xdz9Ps>

HIDA online readings under Situationism – These are short. Situationism or go to <http://www.cddc.vt.edu/sionline/si/situ.html>):  
The Situationist International Archive for the following essays:

3. Debord, Guy. 1957. Report on the Construction of Situations and on the International Situationist Tendency's Conditions of Organization and Action. Internationale Situationniste #1: 1958
4. "Definitions", Internationale Situationniste #2
5. "Theory of the Dérive" Internationale Situationniste #2 "Two accounts of the Derive" pp. 28-32 in Theory of the Derive and other situationist writings on the city.
6. Internationale Situationniste #9 "Questionnaire"
7. Internationale Situationniste #9, Situationist manifesto
8. Andreotti, Libero. Play-Tactics of the "Internationale Situationniste" Source: October, Vol. 91, (Winter, 2000), pp. 36-58 Published by: The MIT Press Stable URL: <http://www.jstor.org/stable/779148>
9. Yona Friedman <http://www.yonafriedman.nl/> read and absorb as much as you can. Come prepared to discuss quotes and ideas from his website that that inspire you.
10. Greene, David and Peter Cook. Archigram and the Rain. Journal of Architecture. Vol. 6. Summer 200. PDF on Blackboard under Course Documents
11. Woods, Lebbeus. Constant Vision. <https://lebbeuswoods.wordpress.com/2009/10/19/constant-vision/>

Th The Situationist City et al continued

Week 6  
Sept. 19, 21

- Tu Working Presentation Sessions: Each group presents:**  
**Office Name/Ethos/Value System**  
**Site: images, maps, photographs, findings, etc**  
**Site Strategy #1: 2-minute video Group Situationist/Spatial City/Instant City.**  
**Everyone is expected to be an active and generous participant in the critique of the work.**
- Th Working Presentation Sessions continue**

**Fr DUE ONLINE: Assignment #1: Site Strategy #1 Group Situationist/Spatial City/Instant City 2 Minute video**  
**Sa DUE ONLINE: Group Peer review of each other's work**

Week 7  
Sept. 26 & 28

Tu Public Space and shaping Livable Cities.  
Student Presentation Jan Gehl

Read

1. Project for Public Spaces "What is Placemaking?" and "Placemaking and the Future of Cities" in City Reader.
2. Whyte, William "the Design of Spaces" in City Reader
3. Dovey, Kim. Urban Design Thinking: Chapters: Action, Drama, Place, character
4. Gehl, Jan. Three Types of Outdoor Activities" "Life Between Buildings" and "outdoor activities and the Quality of Outdoor Space" in The City Reader

Watch

5. Jan Gehl Lecture: [https://www.youtube.com/watch?v=KL\\_RYm8zs28](https://www.youtube.com/watch?v=KL_RYm8zs28)
6. Jan Gehl Ted x Talk: <https://www.youtube.com/watch?v=Cgw9oHDfJ4k>

Th Everyday Urbanism  
Student Presentation: Darren Petrucci Stripscape: 7<sup>th</sup> Avenue

Read

Find Readings on HIDA ONLINE: Everyday Urbanism Link.

1. Petrucci, Darren: Stripscape PDF
2. Doug Kelbaugh, Three Paradigms Essay The Michigan Debates (read the essays by Margaret Crawford and Michael Speaks, pp. 16-44
3. Kaliski, John, "The Present City and The Practice of City Design Everyday Urbanism, eds. Chase, Crawford, & Kaliski. New York: The Monacelli Press, 2011 HIDA Online under Everyday Urbanism
4. Dovey, Kim Urban Design Thinking Chapters 25 & 26

Watch

- a. Darren Petrucci TedX video
- b. Look at the Urban Think Tank Youtube Channel

Week 8  
Oct. 3, 5

Tu Working Session in class

Th No Face to face Meeting: Use Time to catch up on your work and your self-directed Landscape Urbanism Module  
Landscape Urbanism Module Self Directed

Watch

1. Landscape Urbanism Outline Video HIDA Online
2. Great Museums: Elevated Thinking: The High Line in New York City  
[https://www.youtube.com/watch?v=7CgTlg\\_L\\_Sw](https://www.youtube.com/watch?v=7CgTlg_L_Sw) HIDA Online
3. Movie: Avenues. Documentary. Watch on whatever movie app you use.

Read

1. Corner, James. "Landscape Urbanism" in Landscape Urbanism: A Manual for the Machinic Landscape (London: Architectural Association, 2003) pp. 58-63. HIDA Online
2. Waldheim, Charles, "Landscape as Urbanism" in The Landscape Urbanism Reader pp. 35-53. HIDA Online
3. Shane, Grahame "The Emergence of Landscape Urbanism" Harvard Design Magazine, Fall 2003/Winter 2004, Number 19, pp. 1-8. HIDA Online

**Fr Due Online by 11 pm: 2 Site Strategies Assignment #2 & #3  
Videos: 2 minute Livable Cities Video and 2 minute Everyday Urbanism Video**

Week 9  
Oct. 10, 12

Tu Fall Break: NO CLASS

Th Nature and the City: Biophilia

Read

1. "A Good Place to Settle: Biomimicry, Biophilia, and the Return of Nature's Inspiration to Architecture." in Biophilic Design: The Theory, Science and Practice of Bringing Buildings to Life by Stephen R. Kellert, Judith Heerwagen and Martin Mador. PDF under Course Documents on Blackboard
2. Beatley, Timothy and Peter Newman. Biophilic Cities are Sustainable, Resilient Cities. In Sustainability 2013. PDF under Course Documents on Blackboard
3. Beatley, Timothy "Green Urbanism and Lessons of European Cities" and "Creating Green and Sustainable Cities in the United States" in LeGates, Richard The City Reader pp. 399-408.
4. Please browse this website: <http://biophiliccities.org/>

Week 10  
Oct. 17, 19

Tu Ecological Urbanism  
Student Presentation: Ecological Urbanism

Read

1. Mostafavi, Mohsen "Why Ecological Urbanism? Why now?" in Ecological Urbanism (Baden: Lars Muller, 2010) pp. 12-51.
2. Lister, Nina-Marie "Insurgent Ecologies" in Mostafavi, Ecological Urbanism pp. 536-547.
3. Wheeler, Stephen "Planning Sustainable and Livable Cities" in LeGates, Richard The City Reader pp. 486-498.

Th Working Session & Class Discussion/ Decision about the format of the Exam.

**Su Due online by 11pm. Assignment # 4 Biophilic Video or Ecological Urbanism Video**

Week 11  
Oct. 24, 26

Tu Smart Cities and Nano Cities  
Student Presentations: Nanotechnology and the City, Smart Cities

Read

1. Wiek, Arnim, David Guston et al. Nanotechnology in the City: Sustainability Challenges and Anticipatory Governance. Journal of Urban Technology. 2013 Vol. 20, No. 2 pp. 45-62. On Blackboard Under Course Documents
2. Article: "ASU Collaborators Use scenarios to explore the Future of Phoenix". <https://cns.asu.edu/article/asu-collaborators-use-scenarios-explore-future-phoenix>
3. Foley, Ryder, Darren Petrucci, and Arnim Wiek. Imagining the Future City. Issues in Science and Technology. Volume XXXI Issue 1 Fall 2014. <http://issues.org/31-1/imagining-the-future-city/>

Watch

1. Phoenix 2050 <https://vimeo.com/88092568>
2. Ted Ed A brief introduction to Nanotechnology <https://ed.ted.com/featured/1F1B2LsH>
3. Seven Talks on how nanotechnology is changing medicine, science, fashion, and more <https://tedxinnovations.ted.com/2016/10/05/7-talks-on-how-nanotechnology-is-changing-medicine-science-fashion-and-more/>
4. Mitchell Joaquim [https://www.ted.com/talks/mitchell\\_joachim\\_don\\_t\\_build\\_your\\_home\\_grow\\_it](https://www.ted.com/talks/mitchell_joachim_don_t_build_your_home_grow_it)
5. Mitchell Joachim. Don't build your home Grow it. [https://www.ted.com/talks/mitchell\\_joachim\\_don\\_t\\_build\\_your\\_home\\_grow\\_it](https://www.ted.com/talks/mitchell_joachim_don_t_build_your_home_grow_it)

Th Lego Workshop

**Su Due online by 11pm. Assignment #5 Nano City or Smart City Video**

Week 12  
Oct. 31 & Nov. 2

**Tu Working Presentation Sessions: Each group presents: site images, maps, photographs, findings/research, as well as, current site strategy and any part of your final video that you have started to storyboard or map out.**

**Th Working Presentation Sessions continue**  
**Everyone is expected to be an active and generous participant in the critique of the work.**

Week 13  
Nov. 7, 9

Tu Activist Urbanism & DIY urbanism  
Student Presentation: Urban Think Tank & DIY Urbanism

Read & Watch  
HIDA Online: Activist Urbanism Module

1. Dovey, Kim Urban Design Thinking Chapters 15 & 27
2. **Urban Think Tank, Alfredo Brillembourg, and Hubert Klumpner**, "Slum Lifting: An Informal Toolbox for Architecture as Infrastructure" in in Katrina Stoll and Scott Lloyd, Infrastructure as Architecture: Designing Composite Networks, pp. 26-35.
3. Richard **Ingersoll** on Urban Farming <https://placesjournal.org/article/eat-the-city/>
4. **Zeiger**, Mimi. The Interventionist Toolkit 1-4. DIY urbanism
5. <https://placesjournal.org/article/the-interventionists-toolkit-our-cities-ourselves/>
6. <https://placesjournal.org/article/the-interventionists-toolkit/>
7. <https://placesjournal.org/article/the-interventionists-toolkit-posters-pamphlets-and-guides/>
8. <https://placesjournal.org/article/the-interventionists-toolkit-project-map-occupy/>
9. Teddy Cruz: How architectural innovations migrate across borders: <https://www.youtube.com/watch?v=aG-ZeDqG8Zk>

Th Office Reflection and Working Meeting

Week 14  
Nov. 14, 16

Tu Repositioning Paolo Soleri: The City is Nature Exhibition Field Trip to Scottsdale Museum of Contemporary Art. Meet at the museum at 10:30 sharp! Tour

Th **Exam**

Week 15  
Nov. 21, 23

Tu Cities and War Guest Seminar Participant MArch Student Aleksandra Tesonovic  
Read  
Cities and War HIDA Online

Th no class – thanksgiving

**DUE please complete your online course evaluation**

Week 16  
Nov. 28, 30

Tu **Urban Practice Presentations**

Th **Urban Practice Presentations**

**PLEASE PLAN TO MEET WITH YOUR GROUP TO DECIDE UPON ANY CHANGES TO YOUR FINAL PROJECT DOCUMENTATION, TO HAVE A FINAL POST-PRESENTATION GROUP REFLECTION MEETING WHERE YOU WILL FILL OUT YOUR GROUP SEMESTER REFLECTION DOCUMENT & YOU NEED TO WRITE YOUR INDIVIDUAL PERSONAL REFLECTION DOCUMENT: ALL DUE ONLINE by TUESDAY 12-5 at 11PM.**

Week 17  
Dec. 5, 7

Tu **VIDEO and Final Deliverables uploaded to Blackboard including your Personal and Group Reflections**

## **Assignment #1: Your Urban Design Practice and City Intervention**

### **formulate and implement your own new collaborative urban design practice**

A main objective of this class is to allow each student the opportunity to formulate and implement her or his own model of impactful urban design practice or activism within a new collaborative urban design practice, office, or collaborative. Each office will be asked to develop a set of core moral and ethical values, philosophy of practice, office organization, urban design process, and then implement and test its success by designing a city intervention project.

### **your collaborative urban design practice and city intervention project**

This simple idea - that the real moments of profound and personally significant learning most often occur when we are deeply involved with direct, hands-on experiences with life's real world conditions and pressing problems - will become the focus of this semester long project assignment - the formation and field testing of your own collaborative Urban Design practice or "office."

Each office will develop a set of core moral and ethical values, a philosophy of practice, office organization, urban design process, and then implement and test its success by collaboratively designing a city intervention project. What you do:

Your office will then develop a set of core moral and ethical values, a philosophy of practice, office organization, urban design process, and then implement and test its success by collaboratively designing a city intervention project.

Your office's work will be serially documented with digital photography to allow your partnership to establish critical distance and re-evaluate the evolving work at hand (all steps in the process and out comes - drawings, montages, meetings, etc.). As work progresses, your office is also required to seek out and collaborate with a group of local consultants, professors, or civic leaders whose extensive knowledge of specific aspects of your project will inform and enhance your investigation and subsequent refinement.

Throughout the semester, you and your officemates will use the medium of short videos to convey your thinking through different urban strategies/theories. Each video will be a possible strategy for an urban intervention into your site.

After your series of tactical interventions, your office will look at all your work and come up with a final site strategy/urban intervention that will (hopefully) bring together some of the strategies that you have worked through. Your final site strategy should include a time-based presentation that you can think of as a project that introduces your office work for your website or a Pitch video to public or private stakeholder.

### **Quick videos of Urban Strategies City Intervention & Final Video & Description /Story of your project**

**Grade: Group Letter Grade & Individual Letter Grade (based upon my grade and the peer grade you receive)**

#### **Due Dates:**

Sept. 19 & 21

Presentation #1

Office Name/Ethos/Value System

Key roles of Team members

Site: images, maps, photographs, historical & cultural research/findings, etc.

Site Strategy #1: 2-minute video Group Situationist/Spatial City/Instant City.

Oct. 31 & Nov.2

Presentation #2

Each group presents: site images, maps, photographs, findings/research, as well as, current site strategy and any part of your final video that you have started to storyboard or map out.

Nov. 28 & 30

Presentation #3 Final: Your Office's Final City Intervention & Film/video

### **Urban Design Practice Brand Identity Video Spot**

Your job is to tell a story. You need to convey as much information about your practice, brand the practice, sell the practice, make people want to know more about the practice, support the practice, and generally make your practice accessible to a wide audience in a 2-minute short film.

December 5

Group and Personal Reflections

Final Video: Post the Final Link to your Video (you may use Youtube or vimeo if you so desire) to Blackboard Discussion Board by 5pm. Make sure that the last names of all the group members is in the title of the post, and a description/story of your project.

Urban Practice Reflection Document (see questions at the end of the syllabus) PDF due on Discussion Board

## **Assignment #2: presentation**

**Due: Students will present for each topic throughout the semester**

**Grade: Letter (if there are two people presenting, you will receive the same grade unless there is significant evidence that one person did all the work)**

After reviewing each of the proposed presentation topics, select one topic that you would like to be responsible for. You will present a 2 minute **(PDF, Prezi, Video Link, or Powerpoint)** with images and key points that everyone needs to know before we start our discussion. You will be asked to lead our collective dialogue for that day.

To lead the day, you are expected to have come prepared to start the discussion with questions, statements, etc. about the reading/topic.

**Your presentation (PDF, Prezi, Video Link, or Powerpoint) will be uploaded to the Discussion Board following the presentation.**

## **Assignment # 3: Reading Notes**

**Semester-long. Due in Class each Discussion period.**

**To be handed in to Professor Hejduk after class. Typed. Posted on Blackboard as a PDF under Discussion Board before Class. Please create a new thread for each PDF under your main thread Main thread: LAST NAME Precip. Each new thread: LAST NAME & title of week**

**Grade: Letter Grade**

I am asking you to do something quite simple:

For each week come prepared with reading notes that you will use to jog your memory during our discussions, and that will help you to retain and critically think about what you are learning. This will be both a summary in your own words and also a place to reflect. Highlight or check or underline quotes or passages that are significant for you. Put a small post-it or tab there so that you remember where it is. After you have read each piece consider the following questions. Use the following guide to help you structure your thoughts and notes. We'll use these questions in our discussions.

**The Questions\*<sup>1</sup>:**

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<sup>1</sup> With thanks to Professors John Bean, David Gooblar, and Ives Araujo



- **What is the main focus of this reading?** For Situationism, distill the various documents into your own thoughts on what the Situationist were trying to accomplish.
- **What is the most important point that the author makes?** (Write down really significant quotes (or notes on which page you should look for certain ideas while we are in discussion). Ask yourself how would you explain the text to a friend or peer?
- **Did the reading prompt you to think about the world, a city, your life in a new way?** How so?
- **Did you find anything difficult or confusing in the reading?** Which parts? You can use quotes of passages or ideas that you found difficult.
- **What one question would you like me or the class to help you answer about the reading?**

**APH 414/MUD 598 Fall 2017**

**LAST Group Meeting: Reflections on Our Practice**

**Name of Practice:**

**Team Members:**

**What do you feel was the most significant thing that your group discovered this semester?**

**What was the most enjoyable thing about creating your practice?**

**What was the least enjoyable thing about creating your practice?**

**What were the strengths of each member?**

**What were the weaknesses of each member?**

**Do you all feel that your group chose an urban design method/ideology that, upon reflection, is a way of being in the world that you all feel was satisfying and impactful? If one or more members don't feel that the method/ideology was satisfying or impactful why? (you don't have to name who did or didn't if you don't feel comfortable doing so). If not, which design method/ideology upon completion of this semester do you all or any of you feel better matches your own attitudes and ideals about the urban realm?**

**Upon reflection, do you feel that your group worked well together? Why or why not?**

**What did you learn?**

**What do you feel you didn't learn or would like to know more about?**

**If you could have chosen a different language with which to work (collage, video, model, plan or section drawing, Broadway musical, whatever) what would you might like to have explored?**

**What was the hardest/worst thing about working as an office?**

**What was the easiest/best thing about working as an office?**

**Upon reflection, do you feel that being part of an urban design office/practice/ collaborative work environment is something that you could see yourselves doing in the future?**

**What do you each think you will take away from this experience?**

**Are there any questions or answers that I haven't asked that you would like to ask and answer?**

## Great Cities Urban Practice First Meeting Worksheet

This is available on Blackboard Under Course Documents as a .doc file. Please fill out one sheet for the whole group and add in individual names where needed.

Please also print out the Harvard Project Zero Understanding Map under course documents and bring to our meeting.

### NAMES OF GROUP MEMBERS:

- What are you calling your office, practice, collaborative?
- Have you all lived in a city? Which cities? If you have not lived in a city, which cities have you spent time in? What are your experiences of the cities in which you have lived and visited? Anything positive or negative stand out? (List each person's response as your name and your answer to these questions.)
- What are the core values that guide your group? Sit down as a group and discuss each of your own larger value systems and come up with a list that everyone has contributed and everyone buys into that best represents the office as a totality.
- What issues in urbanism are most important to your office?
- How will you document the process and work of your office?
- What is your strategy going forward?
- What is your work timeline until the final presentation?
- How do you plan to allocate the work among yourselves?
- What expertise does each member contribute to the group?
- What expertise does each member want to achieve through this process/project?
- What "languages" (means of representation or types of organization) do you think will work best to represent an urban design intervention?
- What do you hope to learn from this work?
- What do you hope to take away from this experience?
- What resistance may you get to your idea and project and how do you deal with that resistance?
- How are you documenting not only your own personal ideas and journey, but how does your group want to document the emergences and process of this work?
- What worries your group about the assignment? How can you address your concerns?
- How will you deal with a group member that doesn't do their fair share of the work?
- How do you plan to communicate with one another?
- How will you structure your office? ie does someone take notes every meeting and distribute. Does someone allocate the work each week? Will you meet in person every week or virtually?

## **HIDA Online Classrooms Technical Support**

Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course.

**Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work.**

The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- [holsupport@asu.edu](mailto:holsupport@asu.edu)
- 1-888-298-4117
- 480-965-3057 (International)

When contacting support, please provide:

- The full name of this course (ABC 123: Long Name)
- The title(s) of any assignment(s) you're having trouble with
- A brief description of the problem
- Detailed, step-by-step instructions to reproduce the problem

**Great Cities: CONTRACT AND PLEDGE: Please read, sign, and bring to the first class**

**Syllabus Contract**

PLEASE READ THE SYLLABUS CAREFULLY AND KEEP IT WITH YOU WHENEVER YOU COME TO CLASS. ALL THE INFORMATION ON THE SYLLABUS IS IMPORTANT AND INCLUDES EVERYTHING YOU NEED IN ORDER TO DO WELL IN THIS CLASS.

I have read this syllabus and agree to the schedule and procedures stated therein.

Print name: \_\_\_\_\_ (Signed) \_\_\_\_\_ Date: \_\_\_\_\_

**Academic Integrity Contract: APH 414/MUD 598**

The goal of this contract is to have students make a binding, good faith promise that they will abide by the University Academic Integrity rules and regulations (See Blackboard for link to the ASU policy). Another goal is to communicate to the students what the **consequences** of breaking this contract are, well in advance, so that students who decide to break the rules and regulations will not be surprised when facing the consequences of their actions.

This contract is a good faith, binding promise by APH 421 student

Write in your full name \_\_\_\_\_

student ID \_\_\_\_\_

that this student will abide by the academic integrity rules established by ASU and available online at this URL: <http://provost.asu.edu/academicintegrity>

In summary the signing student promises s/he **will not cheat and thus will earn an honest grade in this class.**

By signing this document the student also acknowledges she/he understands the following clauses:

1. Academic misconduct includes but is not limited to cheating, fabrication, plagiarism, **or facilitating academic dishonesty.**
2. In the event that academic misconduct is **suspected, due process shall be respected. (It is not the instructor choice, but duty.)**
3. **All members of the university community** who suspect academic dishonesty should report it to the instructor of record.

**Common Situations Leading to Academic Integrity Cases**

Students looking at other's tests during examination time.

Students (partially, totally) copying someone else's work and turning it as theirs.

Students using online sources without citation.

Students plagiarising.

Students paraphrasing from books, journals, essays, and articles and not citing.

Students paraphrasing from online sources and using the work as their own.

Students buying papers online and turning them in as their own.

Students using the work of a student who took the class in a previous year and turning it in as their own.

Students looking at notes or cheat-sheets during examination time.

**Process and Consequences:**

The instructor initiates the process by making a formal request for a meeting with the student to discuss the charges, evidence of misconduct and the academic sanctions to be imposed. **If the student refuses to meet with the instructor,** that refusal shall be reported to the student's provost, and shall **be taken as prima facie evidence of violation.**

The instructor of record is responsible for recommending the academic sanctions to be imposed. Academic sanctions may include reduced scores on assignment(s), **a reduced grade in the course or failure of the course.**

In serious cases in which academic misconduct has been determined to occur, **a notation of misconduct shall be entered for a specified period on a student's transcript, including all external copies.**

I have read and understood all the statements above. I promise to make my best effort to avoid academic integrity dishonesty. Should I decide to break my promise, I acknowledge I am aware of the consequences.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This Policy was adopted and modified from: [www.soe.ucsc.edu/classes/cmpe080n/Spring08/contract.doc](http://www.soe.ucsc.edu/classes/cmpe080n/Spring08/contract.doc)