

Course Syllabus

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Columbia University GSAPP

PLAN A4320 Urban Design for Planners

Spring 2017: Thursdays 11:00 AM - 1:00 PM, 200 Fayerweather

Instructor: Adj. Asso. Professor Justin G. Moore, AICP, LEED AP; Teaching Assistant: Tola Oniyangi

Guest Critics: Natasha Trice - OMA New York, and Rebecca Macklis - NYC PDC

SYNOPSIS

This course is an introduction to urban design through weekly discussions and design workshops. The discussions focus on the analysis of urban forms, spaces, landscapes, and systems through presentations and case studies. The workshops develop a project-based exchange and application of the interdisciplinary ideas and techniques – from art and architecture to landscape architecture and environmental engineering – that designers use in developing projects in the urban context. This work will use a site in the greater New York region or other sites of current studio projects as a context for exploring the complex interactions between users, program, buildings, public spaces, infrastructure, and environmental systems in the definition and performance of urban spaces and landscapes.

STRUCTURE

Meeting Times:

The course is scheduled from 11:00 AM to 1:00 PM on Thursdays. The class time will be used for both discussion and workshop sessions. This structure of the course is more analogous to a studio than a lecture with significant portion of the class time used for individual project feedback and presentations. Consequently, the course enrollment will be limited to 15 students; second year planning students will be given priority for the course. In addition, tutorial sessions for basic 3D modeling will occur outside of regular class time in February (dates/times TBD). These tutorials are required for all students in the course except those that demonstrate facility with 3D modeling and other graphics programs.

Consultants:

Urban design is an inherently collaborative discipline; complex projects often require consultation from experts with a range of backgrounds, interests, and experience. The UD Workshop will be supplemented by a number of consultant collaborators, all designers who have worked in an urban planning context with a range of expertise and processes from metropolitan-scale planning to site and project-specific detailed design, construction and implementation.

SITES

The design workshop will generally focus on a community in the greater New York region or other sites of current studio projects. The selected location(s) to choose from will be introduced on the first day of class. Students can work individually or in groups of two based on their site selections. Students will be expected to visit their site multiple times over the course of the semester for their site research and analysis and to inform the development of a site-specific design proposal.

SCHEDULE

D = Discussion

W= Workshop

T = Tutorial, TBC

January 19: Introduction

D: Introductory discussion – site/context, program, systems, scale, practice, etc. of urban design

Site Presentation – overview of site history, context and recent efforts

*Case Studies + Site Analysis Assigned**

**Students are to email me their case study selections at jgm35@columbia.edu by 10 a.m. Thursday, February 2nd.*

January 26: Urban Sites

W: Site Analysis – 10-layer diagram + 10 slide background of site systems, influences

February 2: Urban Issues

D: Opportunities & Constraints – site analysis diagram(s) + montage image(s), Touch base on case studies

February 9: Urban Systems

D (11a-12:45p): Case Study Presentations: ‘National/International/Historical examples’

W (12:45p-1p): Programming Discussion – who, what, when, where, why, how

February 16: Urban Design Interventions

D (11a-11:30a): Consultant Presentation: TBD

W (11:30a-1p): Intervention

- revised montage image(s) – addressing who, what, when, where, why, how
- site plan sketches

T (TBC): 3D Modeling in SketchUp Session

February 23: Urban Design Interventions

D (11a-11:30a): Consultant Presentation: TBD

W (11:30a-1p): Working session – intervention development

- 3D using SketchUp Massing at system/site scale
- site plan/section

T (TBC): 3D Modeling in SketchUp Session

March 2: Developing Design Narratives

W: Working session – vision development

- 3D using SketchUp massing & detail at site scale
- Photomontage & narrative

March 9: Interim Project Review

D: Project Review

March 16: Spring Recess NO CLASS

March 23: Urban Fabric

D (11a-12:45p): Case Study Presentations: 'New York City examples'

W (12:45p-1p): Touch base on project visions

March 30: Urban Design Development

W: Massing at block scale + Detailing

April 6: Urban Design Development

D: Presentation or Site Visit: TBD

April 13: Urban Design Development

W: Goals & Vision Resolution

April 20: Urban Design Development

W: Final Presentation Storyboard

April 27: Final Project Review

D: Project Review

EVALUATION

Grades are based on a weighted average of the required course deliverables. Each student/group will be responsible for developing over the course of the term two projects: a case study and a design project. The urban design case study is a research and analysis of a selection of urban design projects that are presented to the class as a PowerPoint presentation and a 200-300 word handout. The design project is developed throughout the term as a cumulative series of exercises that progressively develop a design-scale urban intervention proposal. These assignments will be formally graded twice during the semester at the interim and final reviews, but regular informal project feedback will be given throughout the term. Attendance and active participation in class discussions is also considered in the final grade.

10% Class Participation/Attendance

10% Case Study: National/International/Historical Urban Design

- 400 seconds PDF Presentation – 20 slides, 20 seconds each
- One page text (refer to PowerPoint slides/images)

10% Case Study: New York Urban Design

- 400 seconds PDF Presentation – 20 slides, 20 seconds each
- One page text (refer to PowerPoint slides/images)

30% Interim Design Project: Urban Design | System + Block

- 7 minute PDF Presentation – 25 slides max. (15 minutes, 30 slides max for groups)
 - Up to 15 slides of project research/analysis
 - 5+ slides of design
- One page text (who, what, when, where, why, how) + montage image
- Multi-scalar Urban/Site Plan (8.5x11 color)

40% Final Design Project: Urban Design | System + Block + Building/Landscape + Experience

- 7 minute PowerPoint Presentation – 25 slides max. (15 minutes, 30 slides max for groups)
 - Up to 15 slides of project research/analysis
 - 10+ slides of design (same as 11x17 package)
- 10-page drawing package (11x17 color)
 - Urban Plan
 - Programming/Timeframe Diagrams
 - Site Plan at Grade
 - Project Section + Elevation
 - Urban Form Study
 - Space Study
 - Detail Study
 - Experience Study
 - 3D Bird's Eye View (Money Shot 1)
 - 3D Pedestrian View (Money Shot 2)
- *Revised* one page text (who, what, when, where, why, how) + montage image

CONTACT

Justin G. Moore

Email: jgm35@columbia.edu

Phone: 917.848.2562

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CASE STUDY ASSIGNMENT

As a parallel investigation to your initial site/issue-based research, each student will explore two urban design case studies that add to the group's collective knowledge of urban design projects and issues. Each student can select their own case studies based on their individual interest and project focus. One case study will be located here in New York, the second can be from anywhere in the world (outside of New York). Be sure to select projects that you are able to get all of the required information and drawings to adequately present your case study. You must select your case studies by Thursday, January 26th. For both cases, the selected project must be an urban project with a range of scales that can be investigated and discussed.

Example Case Studies:

Central Park

Rockefeller Center

World Trade Center (pre- and post-9/11/01)

Battery Park City

Highline + West Chelsea

Park Avenue/GCT

Brownstone Neighborhood Typology

Modernist examples

New Urbanism examples

Sustainability examples

World historic examples: Sites in Rome, Tenochtitlan, Beijing, Paris, etc.

World contemporary examples: Sites in Chicago, Portland, Bogota, Copenhagen, Barcelona, Shanghai, etc.

The two case study presentations will consist of 20 pages/slides maximum* 8.5 x 11 in PDF format for group review and one color hardcopy. Pages/slides must include:

- title/location + money shot
- site/context description 10-100 words (can also be a text + diagram + photos)
- program/event/timeline description 10-100 words (can also be a text + diagram + photos)
- detailed system plan: 1:1000+ (to explain projects relation to larger urban/natural environment)
- 3 project/site images (views/photos/illustrations) captioned
- diagram overlay (site plan scale) of the 'most critical' system component of the urban design/project
- additional slides/images as needed and based on scale focus (system or block)

*These presentations are intentionally brief (Pecha kucha/400 seconds format with 20 slides, 20 seconds each), so you must edit the information and images to the essentials.

Due Dates

January 26th - Select two or three possible case studies with order of preference and email them to me at jgm35@columbia.edu. I will review all proposals and reply with your assigned site (to prevent potential redundancy). We will touch base on your selected case study on February 2nd.

February 9th - CASE STUDIES National/International/Historical Case Study Presentation

March 23rd - CASE STUDIES New York Case Study Presentation

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URBAN SITES & URBAN ISSUES ASSIGNMENT

The urban design project (as a planning project) must address multiple issues. The decisions that govern design are almost always layered. For example, the decision to use a glass storefront may relate to the level of security needed, or the type of activity inside an establishment. The height of a building may be determined by a historical point of reference by a community's inhabitants, or by a real estate investment model, or the costs of labor/construction. In other words, site and issue analysis is a critical part of urban design work. It is not a 'research-then-design' process, but one that is iterative and reflexive.

To begin your project, you will need to develop your own understanding of and approach to your chosen site and issues. These can come directly from things you observe in the site, or information you collect about the context from various sources, or from your own ideas or hypotheses about the role/potential/capability for the manipulation of urban form in a context. In most cases, these begin as only lists and information; the designer must evaluate and synthesize this information in order to make design decisions. In this exercise you will create a multi-layered document (drawing) that allows for you to synthesize not less than ten 'layers' of information about your site context. Some examples (but not limited to) are below:

culture : civic, ritual, religion, education, recreation

industry : resource management, manufacturing, production, consumption

infrastructure : public sector, private sector, systems, networks, power, distribution

land : coverage, use, nutrients, topography, geology, seasonal cycles, degradation

people : social factors, health, disease, reproduction, class, identity, diversity

program: land uses, activities, timeframes, hybrid and mixed conditions, public/private

politics : philosophy, ideology, poverty, wealth, political cycles, legislation

technology : tools, devices, hardware, machines, communication, information

transportation : mobility, distribution, modes

water : hydrology, climate, weather, atmospheric cycles

waste: brownfields, remediation, recycling, reuse, disposal

sustainability: economy, ecology, energy

First, each student/group will choose ten topics and translate those into spatial and physically referenced diagrams that show the systems and influences on their project site. A 10-page 'guide' to these layers will allow you to bring in other information (graphic, text, data) to best articulate and index the complex relationship between your different layers.

Second, the 10-layer diagrams will be further evaluated in terms of 'opportunities and constraints' in a process of editing down to key issues (and potential) for the site into a (or multiple) 'Site Diagrams.' These will then be translated to a montage image that is representative of the site context and issues, using existing photographs, captions, reference images, iconography, by means of collage and/or digital manipulation. The site diagram is used as a legend to the montage image and vice versa. We will discuss the critical issue of representation and concepts therein using these different types of working/presentation materials.

Due Dates

January 26th - SITE ANALYSIS 10-layer diagram + 10 slides background of site systems, influences | reviewed as 8.5x11 sketch drawings or printouts reviewed individually

February 2nd - SITE ISSUES Opportunities & Constraints – site analysis diagrams + montage images | reviewed as PDF presentation to the class