



URBDP 505/405: The Urban Form

AUTUMN 2021

Lecture: Mondays and Wednesdays | 11:30 - 11:50 am | Online via Zoom

Instructor : Manish Chalana, Ph.D., Associate Professor

COURSE DESCRIPTION

Urban form derives from land patterning, land uses, buildings and open spaces. Its shaping is influenced by landform, natural features, population demographics (employment, housing, transportation, land values) and cultural as well as lifestyle preferences. All these are essential for design and planning professionals to understand, as their work expects them to shape new urban areas or reimagine existing ones to fit contemporary needs. In addition, urban design and planning professionals must also develop an understanding of common building practices and the roles of different actors (municipalities, builders, land owners, developers, bankers, policy makers, politicians and others) in city building. They must also be familiar with the products of their actions and how they collectively shape spaces at different times and locations within the city. In short, urban designers and planners need to know what social, economic, and institutional forces shape the city, and how these forces eventually manifest themselves in the physical fabric.

OBJECTIVES

How are cities built? How do they evolve and transform? The class will familiarize students with the elements that structure urban form and the principles that shape their development and contribute to the urbanization process. City building is an iterative process that unfolds both gradually and abruptly so creation of the urban form is an on-going process.

Thus the course will review common land patterning practices, and typical building forms from different times and places. The impact of natural settings and the relationship between built and unbuilt parts of the city will also be studied, using examples worldwide, but with a special focus on the Puget Sound Region and the city of Seattle particularly, where students will locate their assignments and projects.

The overarching goals of the course are:

- To develop a theoretical foundation to better understand urban form in historical, contemporary and different geographical and cultural setting.

- To be able to apply the theoretical knowledge to real world cases in class assignments and project

SOFTWARE

Data on elements of urban form are now commonly available in GIS, which are transforming our ability to understand existing land patterns and uses, and evaluate impacts of changes to these patterns. Therefore, knowledge of ArcGIS may be useful for completing certain projects in the course. Students not enrolled in URBDP 504 might consider downloading and installing a 1-year educational version of ArcGIS from:

<http://www.esri.com/industries/apps/education/offers/promo/index.cfm>

Urban designers and planners also use a variety of 3D modeling software for massing studies to articulate buildings, spaces and neighborhoods. So additionally, knowledge of such programs may be useful for projects in this course. Considered the most intuitive program of this kind, SketchUp is available on CBE desktops and a 1-year student license can be downloaded from:

<http://www.sketchup.com/download>

Note that lack of familiarity with the software would not impede your ability to successfully complete the course assignments.

STRUCTURE

The course consists of lectures, guest lectures, field explorations, readings, discussions and writing. In-class activities and discussion sessions are an important part of the course. Students are required to participate in class efforts, and encouraged to ask questions, to make suggestions, and generally to broaden or to specify the material treated.

ASSIGNMENTS

Three assignments and eight reading responses will form the core of the course. Some of the assignments will be group effort, and details for all assignments will be made available during the course of the quarter.

Assignments are weighted by group:

Group	Weight
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A1 Book Report	15%
A2 - Mapping & Transect	25%
Final Project - Urban Form Neighborhood Study	30%
Reading Response and In Class Activities	30%
Total	100%

READINGS

COURSE READER:

The course readings are available through the Canvas site. In addition to the course readings, students are expected to read sections from the following book for A1:

1. Warner, Sam Bass and Whittemore, Andrew *American Urban Form: A Representative History*. Cambridge, MA: MIT Press, 2012 (available as an e-book through the UW library)

Reference books useful for assignments (available from online retailers). Note that some of the books are available as ebooks through the UW library system:

1. Ford, Larry R. *Cities and Buildings: Skyscrapers, Skid Rows, and Suburbs*. Baltimore, MD: John Hopkins University Press, 1994 (available as an ebook from the the UW library through HathiTrust Emergency Library Access, but allows only 1 user per time; be sure to “check out” and “return” on time so other students can “borrow” the work)
2. Hartshorn, Truman. *Interpreting the City: An Urban Geography*. New York: Wiley, 1992 (same as the first book)
3. Clay, Grady. *Close Up: How to Read the American City*. New York: Praeger, 1973 (not available as ebook; request photocopies of chapters through [LLL \(Links to an external site.\)](#))
4. Jacobs, Allan B. *Looking at Cities*. Cambridge, MA: Harvard University Press, 1965 (available as ebook in UW library)

POLICIES

Participation:

Participation in all class sessions is required. For every session you miss, you can make up for that session by providing an additional reading response for the readings engaged in that particular class.

You are expected to participate in ALL in-class breakout sessions and take responsibility for group activities and assignments. We expect everyone to take on the roles of facilitator/recorder/reporter in breakout rooms throughout the quarter.

Evaluation: Your final grade will be based on the following:

Reading responses and in class activities	30%
A1 Book Report	15%
A2 Mapping & Transect	25%
Final Project Urban Form Neighborhood Study	30%

Deadlines: Deadlines are VITAL. Standard exceptions for documented medical situations apply; such situations should be discussed with the instructor. Penalties for late submissions are listed below. It is your responsibility to check the due dates of each assignment on Canvas:

Up to 1 day late: -10%

2-7 days late: -25%

After 7 days: No credit

Course Website:

The Canvas site is the central portal for the class. You will find all assignments and project information posted on the website. You can also access the discussion board and assignment dropboxes from there. Additional project-related materials will also be made available through the course website. It is expected that you check the course website regularly for updates and announcements.

Questions/Clarifications:

Use the pinned Q/A tab on Canvas discussion board to post all your questions to the instructors; they will respond within 24-hrs. Unless it's super urgent or private in nature, please refrain from emailing the TA or instructor directly. Feel free to respond to any general question posted on Q/A.

Join our course Slack below. Use this platform to develop your projects, coordinate with team members, share documents and develop your assignments. You are also encouraged to use the course Slack for discussion among yourselves related to class and assignments. However do not use course Slack for questions to the instructors. You can also use other platforms such as Google Docs for assignments.

https://join.slack.com/t/urban-form-2020/shared_invite/zt-hti5q3jl-ZmiQla0u6ojuYbHTgt665A

Deliverables:

- Post reading responses on Canvas discussion board; no need to submit a pdf copy.
- For assignments: Submit digital (pdf) versions of assignments to the designated dropbox on Canvas titled as such: LAST NAMES OF TEAM MEMBERS_ASSIGNMENT NUMBER.

Collaboration:

You will be working in small teams on your assignments (exceptions will be considered). The expectations for each assignment will be provided in a handout detailing team composition, deliverables and process. Each participant is expected to contribute equitably throughout the process for each assignment. You may be asked to peer review yours and your team members contribution for the assignments. You will need to rely on Canvas group; Google Docs or Slack to facilitate your group collaboration. You should also set up the Zoom whiteboard function to collaboratively brainstorm; and remember to always save that work to evidence “process”. See

<https://history.washington.edu/tutorial-zoom-virtual-whiteboard>

Academic Misconduct:

The university’s policy on plagiarism and academic misconduct is a part of the Student Conduct Code, which cites the definition of academic misconduct in the [WAC 478-121](#). (WAC is an abbreviation for the Washington Administrative Code, the set of state regulations for the university. The entire chapter of the WAC on the student conduct code is [here](#)

[\(Links to an external site.\)](#)

.) According to this section of the WAC, academic misconduct includes:

“Cheating”—such as “unauthorized assistance in taking quizzes”, “Falsification” “which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research”; and “Plagiarism” which includes “[t]he use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.”

The UW Libraries have a useful guide for students at <http://www.lib.washington.edu/teaching/plagiarism>

Accommodation:

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. The website for the [DRS](#) provides other resources for students and faculty for making accommodations.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy

(<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>)

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form

(<https://registrar.washington.edu/students/religious-accommodations-request/>)

Inclusivity:

Among the core values of the university are inclusivity and diversity, regardless of race, gender, income, ability, beliefs, and other ways that people distinguish themselves and others. If any assignments and activities are not accessible to you, please contact me so we can make arrangements to include you by making an alternative assignment available.

Learning often involves the exchange of ideas. To include everyone in the learning process, we expect you will demonstrate respect, politeness, reasonableness, and willingness to listen to others at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship.

Preventing violence is a shared responsibility in which everyone at the UW plays apart. If you experience harassment during your studies, please report it to the SafeCampus website (anonymous reports are possible, washington.edu/safecampus/). SafeCampus provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.

Collaboration Tools:

- Zoom “Whiteboard” to collaboratively draw and brainstorm, need to adjust settings in your UW Zoom account (<https://history.washington.edu/tutorial-zoom-virtual-whiteboard>)

- [\(Links to an external site.\)](#)
- [Links to an external site.](#)
- Slack
(https://join.slack.com/t/urban-form-2020/shared_invite/zt-hti5q3jl-ZmiQla0u6ojuYbHTgt665A)
- [\(Links to an external site.\)](#)
-), create your own channels, set up polls, share files and real-time chat. It is recommended to download desktop app or mobile app and turn on notifications, so you won't miss any messages.

Zoom etiquettes

- Find a quiet and private space for participation in the class
- You are expected to have your cameras on; if you need to take a short break make sure that your headshot remains on the screen. It helps to create a more dynamic class atmosphere
- Please be courteous and refrain from personal technological activity during class time. Do not surfing the internet (online shopping, facebook chat) while you are in class sessions
- Please mute yourself during lectures
- Using a virtual background (e.g. your city sceneries) if you think your background will be distracting sometimes, you can adjust the Zoom settings by going to washington.zoom.us

Group work etiquettes

- We understand the challenges associated with virtual collaboration. We highly recommend you "meet" with your assignment team prior to commencing on team work to craft group norms. This would serve two purposes; ensure productivity (and timeliness) and accountability. Try to resolve any minor issues you may have with collaborations among yourselves, but if you need the instructor/TA to step in, please let us know. An example of group norm can be found here:
<https://sites.tufts.edu/teaching/files/2018/09/Establishinggroundrulesforworkinggroupstipsheet.pdf>
- Post your group etiquettes in the Slack channel so the team can refer back to it as needed.