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**C&RP 733 Urban Planning and Urban Form: Social Functions**

(4 credits 05042-1)

Meets: 190 KH 9:30-11:18 a.m., M & W

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## **INTRODUCTION**

This course introduces students to concepts in the social sciences as they apply to the planning and design of places for human occupants at a variety of scales from the street, to the neighborhood, to the city, to a region.

The course aims to give students an understanding of:

1. The interaction between psychosocial processes basic to human functioning and the physical surroundings.
2. Planning/design methods, and procedures for understanding, programming and evaluating environments for human use,
3. The interaction of humans of diverse kinds and the environments; diversity of explanations of those interactions,
4. The application of the above information in the programming, design, planning and evaluation of places.

On completion of the course, students should demonstrate an ability to define terms; state and write important principles; describe a variety of explanatory frameworks and apply sound principles to the planning, design or evaluation of settings for human occupants. They should be able to do this in relation to: cognitive maps, life style and values, life cycle, social class, alternate models of urban spatial structure, socio-pathology, personal space, territoriality, privacy, interpersonal interaction, friendship formation, crime prevention through environmental design, planning for a diversity of groups, environmental programming methods, diversity in the population and variations in people's experience of the urban environment, the geography of opportunity, planning and design for a pluralist society, and visioning techniques.

## **Class Procedures**

This class will combine reading, lectures, films and discussion. The readings parallel the course outline. You will have a midterm exam and a final project.

## **Class Website**

This course uses Carmen. To log onto the class website go to <http://carmen.osu.edu>. To log in you need your OSU user ID which is your name.number. Your password is the standard password you use to register and access other university resources. The course website includes discussion boards for you and your classmates to discuss assignments, readings, class assignments, lecture notes and the course syllabus.

### **Texts (Required)**

Bell, PA, Greene, TC, Fisher, JD, & Baum, A (2001) *Environmental Psychology* (5<sup>th</sup> Ed.). New York: Harcourt Publishers.

Available in pdf format on Carmen, sections from:

Cisneros, H (1996). *Defensible Space: Deterring Crime and Building Community*. Department of Housing and Urban Development.

Broadbent, G (1973). Ch. 18 Cybernetics and systems in design (pp. 364-386) in *Design in Architecture*. NY: Wiley.

Gifford, R (2002). *Environmental Psychology: Principles and Practice*. Canada: Optimal Books

Hershberger, RG (1999). Ch. 2 Values in architecture (pp. 41-56) in *Architectural Programming and Predesign manager*. NY: McGraw Hill.

Hoyle, RH, Harris, MJ, & Judd, CM (2002). Chs 1 and 2 (pp. 3-43) in *Research Methods in Social Relations*. NY: Wadsworth.

#### *Main Street Handbook*

Kleniewski, N (2002). Ch 2 (24-46), Ch. 8 Immigrants (pp.173-195), Ch. 9 196-218, Ch. 10 Social class (pp. 219-242), in *Cities, Change and Conflict: A Political Economy of Urban Life*. Belmont, CA: Wadsworth.

Michelson, W (1976). Ch. 2 Life style (pp. 61-94), Ch. 6 Values and the Environment (pp. 131-147), in *Man and his Urban Environment*. MA: Addison-Wesley

Preiser, WFE (2007). Integrating the seven principles of universal design into planning practice (pp. 11-30). In JL Nasar & J Evans-Cowley (Eds.) *Universal Design and Visitability*. Columbus, OH: The John Glenn School of Public Affairs.

### **Academic Misconduct**

Plagiarism will not be tolerated in the classroom. Plagiarism is passing off as one's own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even with the permission of that person. Any instances of academic misconduct will be reported to the Committee on Academic Misconduct (University Rule 3335-5-487).

### **ADA Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at (614) 292-3307. Additionally, contact the instructor as early as possible in the quarter, so your disability can be properly accommodated.

## EVALUATION

### Grades

Grades will relate to student performance in meeting the above course objectives. Instructor will evaluate your performance in three ways:

1) Participate in a study, or write-up article review (15 % of grade, 15 points). Mon. Jan. 14.

2) Projects (45 % of course grade): Do three of five (teams of 2 through 4 students are preferred)

a) Cognitive map Project (15 points): Due: Wed. Jan 16, 9:30 a.m. (required of everyone)

b) Life course and life style (15 points). Due before Wed, Jan. 23 at 9:30 a.m.

c) Social class and values (15 points): Due Mon. Jan 28, 9:30 a.m.

d) Livable space project (15 points): Due Wed. Jan. 30, 9:20 a.m.

e) CPTED Project (15 points): Due Wed. Feb. 6, 9:30 a.m.

See Appendix 1 for details.

3) Graphic-Concept Book (40 % of course grade). Due: Wed, March 12, 9:30 a.m.

See Appendix II for details

Instructor reserves the right to increase any student's grade by 10% for extraordinary performance and effort.

### Lateness

It is important that you hand work in on time at the start of class. If you hand it in after the start of class your grade will drop as follows:

Up to 24 hours late                      grade drops one letter grade (e.g., from A to B)

More than 24 hours late                grade drops to an E

## COURSE OUTLINE

### Week 1

Fri. Jan 4 **Introduction to class and procedures, and planning/design for humans:** Review of outline, objectives, procedures, assignments, evaluation, discussion of projects and book report. **Planning and design for humans:** Favorite places. Determinism, possibilism, probabilism, nativism, environmentalism. Design failures.

In class exercise: Describe your favorite childhood place. Draw a sketch map or plan, and tell what it is about the place that makes it desirable for you.

Optional Reading: Brolin, B. Chandigarh was planned by experts but something went wrong, *Smithsonian*, 56-81.

Mon. Jan 7 **Systems approach.** Concerns of environmental design, models of the design/planning process, systems approach. **Research and evaluation methods.** Basics of social science research.

DUE: Read: Broadbent, G. Ch. 18 Cybernetics and systems in design (pp. 364-386)

Hershberger, Ch. 2. Values in architecture (pp. 41-56)

Bell et al., (In Ch 1, pp. 10 – 19)

Hoyle, et al. *Research Methods in Social Relations*. Ch. 1 (pp. 3 – 22), Ch. 2 (pp. 23-43).

Choose a census tract in Columbus, OH, preferably one you're familiar with and can visit. Sign up to participate in a study or research paper review on Mon Jan. 14.

## Week 2

Wed Jan 9 **Environmental cognition.** Environmental cognition and cognitive maps helps us understand and improve the legibility and imageability of places. **Life Style and Values** related to user needs, behavior and the physical environment. Both life style and values provide rules for expected and acceptable behavior within social groups, and these rules in turn relate to the questions of the design and planning of the environment. The research enters on different life styles and values as they relate to environmental needs (Project due week 3).

DUE: Read Bell et al. In Ch. 3 (Overview of environmental cognition, Cognitive maps (pp. 68-87)

Michelson, Ch.3 Life style (pp. 61-94), Ch. 6 Values and the environment (pp.131-147)

Choose a census tract in Columbus, OH, preferably one you're familiar with and can visit for projects. No need to report it to me.

Mon. Jan 14 DUE: Participate in study during one of four time-periods: 9:18-9:48; 9:48-10:18; 10:18-10:48; 10:48-11:18; or hand in review or research paper (15 points).

## Week 3

Wed. Jan 16 **Life Course and Household Structure** and the requisite environmental needs.

People pass through developmental as well as life cycle stages. We will discuss the different stages and structures and the associated environmental needs. **Social Class** and its relation to environmental needs and purposes. This session deals with cues (such as homes, neighborhoods and automobiles) that convey information about social class, status and values and the relation of these factors to behavior and environmental needs. We will define the socio-economic classes, and discuss the levels of environment emphasized by each, their housing needs, spatial integration of classes, social inferences from environmental cues, and the evaluation of place of residence.

DUE: Read: Kleniewski Ch 8 Immigrants (pp. 173-195), Ch. 10 Social Class (pp. 219-242).

**Cognitive Map Project.** Show in map form (such as google map) a physical inventory of the cognitive elements (paths, edges, landmarks, nodes, and districts, marked with a clear legend or key) in your area. Interview five people in the area

(per team member) about what they recall in their neighborhood—have them draw a quick sketch map, or ask them for the memorable features of their neighborhood) to find out the degree to which Lynch's features appear on the shared map and your guess of the imageable features. Based on the map, evaluate the overall imageability of the area, and indicate what should be done to improve the imageability.

Mon Jan. 21 **NO CLASS** Human Rights Day/ Martin Luther King

#### **Week 4**

Wed. Jan. 23 Return & discuss Cognitive Map Project. **Personal space, territory, privacy.**

Discussion of interpersonal interaction, variations across cultures, whether, to what degree and in what ways the physical environment affects the form, quality, participants and intensity of interaction, definition of neighborhood.

DUE: Read Bell et al. Ch. 8. Personal Space and Territoriality (pp. 251-290) **Life course and life style PROJECT**. Interview up to 5 residents/person of a neighborhood to establish either their life-style (the degree to which they prefer to spend time with family, at work, or doing entertainment/shopping). Examine census figures and report summary figures that describe the stage in life-course and family structure. Look at and describe the location of type of housing and uses in the area. Describe the fit of the reported life-style preference to the census data, housing type, location, and uses. See APPENDIX for getting census data.

Mon Jan 28 **Making public spaces livable.** FILM *Social Life of Small Urban Spaces*.

Discussion of livable spaces.

DUE: Read Project for Public Spaces (2000). *How to Turn a Place Around: A Handbook for Creating Successful Public Spaces*.

**Social class and values PROJECT**. Interview up to 5 residents/person of your neighborhood to establish their values (local: are their friends and family primarily on the street in the neighborhood, or cosmopolitan: around the country or world) and preferred kind of housing (SF, townhouse, multi-family, etc.). Examine census figures that relate to ethnicity and social class. Look at housing in the area. Describe the fit of the reported values to the census data, housing and physical arrangements.

#### **Week 5**

Wed Jan 30 Return and discuss Life course/life style and Social class/values projects.

**Interpersonal interaction, friendship formation, sense of community.** The ways in which design and planning can influence interaction, friendship formation and the sense of community. Creating walkable and bikeable communities.

DUE: Read Bell et al, Social Ties and Community (pg 358), Neighboring and Community Environments (pp. 412-415).

*Main Street Handbook*, Ch. 4 Ingredients (pp. 33-62)

**Livable Space PROJECT.** Choose an outdoor public place in your neighborhood; or if it lacks one, downtown or elsewhere. Submit an annotated photograph of the place, which describes the presence and quality of its livable features. Based on that, evaluate its livability, and suggest changes to improve its livability.

Mon Feb 4 **Crime prevention through environmental design (CPTED).** Crime and fear of crime represent major problems confronting US communities. We will look at the problem and the effectiveness of various solutions. The discussion will center on the ways in which planning and design can reduce crime and fear in different contexts.

DUE: Read Bell et al, Crime pp. 344-346, Defensible Space pp. 356-358.  
*Defensible Space: Deterring Crime and Building Community*, pp. 1-30

## Week 6

Wed Feb 6 **TLC meeting**

DUE: **CPTED Project.** Through plan and or photos, describe what you see for defensible-space characteristics (natural surveillance, territoriality, access control, milieu) of the area, sub-area in it, or a building complex. Note the natural surveillance may also touch on features that encourage interpersonal interaction and sense of community. Based on that, describe what you expect in terms of crime in general and by location, and indicate ways to improve defensible space (CPTED) and reduce likely crime.

Mon Feb 11 Return and discuss livable space project, CPTED project. **The current city structure and patterns?** We will look at several social science models to try to explain and describe our urban areas **Environmental correlates of socio-pathology.** This research centers on the effect of environmental factors such as density, housing condition, housing type and noise on socio-psychological dysfunctions such as juvenile delinquency, mental illness, and social disorganization.

DUE: Read Kleniewski, Ch. 2 (pp. 24-46)  
Bell et al., Ch. 9 High density and crowding, pp. 293 – 331.

## Week 7

Wed. Feb 13 **NO CLASS**

Mon Feb 18 **Pluralism: Institutional Settings, Universal Design.** This session looks at institutional settings, disabilities, accidents and safety. Institutional Settings: What is the relation of attributes of the physical setting in institutional or organizational structure, roles, group norms, interpersonal behavior, power, distribution and productivity? Particular attention to schools, prisons and office places. Universal Design: All people are disabled during some activities or stages of their life. We discuss disabilities, including those of the elderly, and the way to create barrier-free or universal designed environments, fundamental to all of us. One volunteer to help run Bafa Bafa game.

DUE: Bell et al., Institutional Environments (pp. 415-429), Ch. 13 Work, Learning and Leisure Environments (pp. 431- 464). Preiser, WFE. (2007). Integrating the seven principles of universal design into planning practice (pp. 11-30).

### **Week 8**

Web Feb 21 **Pluralism: Cultural differences.** Discussion of value of simulation games, play and discuss Bafa Bafa.

Mon Feb 25 **Pluralism.** FILM: *Pole Town Lives* and discussion. **Pluralism: Neighborhoods in metropolitan Context.** Differences related to race, ethnicity, income, gender and social class. Working with range of people. Geography of opportunity, discrimination, segregation. Planning for a pluralist society. The historical development of American urban structure. How we got where we are. An understanding of the process of change allows planners to influence outcomes. How neighborhoods fit into the overall context of the urban area. How this changes over time for different kinds of neighborhoods. Physical patterns, social patterns.

DUE: Read Kleniewski, Ch. 9. pp. 196-218

### **Week 9**

Wed Feb. 27 **Pluralism.** FILM:  *Holding Ground: The Rebirth of Dudley Street* and discussion. **Where is the North American city going and what future do we want?** Suburbanization, increasing diversity, downtown redevelopment, widening income gap, edge cities, sprawl, the impact of changing technologies and other possible influences on physical and social patterns. What future do we want? How can planning help to achieve that future? Design/Planning Methods, Programming, Participatory Planning, Goals/Objectives/Directives, Visioning. SEI

Mon March 3 **NO CLASS**

### **Week 10**

Wed March 5 **Pluralism Metropolitan Context** FILM: *Taken for a Ride: The Real Story of the Auto/Oil Industry.* Discussion, quarter review.

### **Finals Week**

Wednesday, March 12: 11:18 a.m.

DUE **Final Graphics Concept Book due** (50 % of grade) in class

## **APPENDIX 1 PROJECTS**

During the first week, choose a census tract in Columbus, OH, preferably one you're familiar with and can visit. Write each project for that area as a concise one-page single-spaced (12 pt font memo to a planning director (me).

Date:

From: Your name or team member's names

To: Jack L. Nasar

Subject: Topic Subjects

### **Census information on the web**

<http://www.census.gov/>

U. S. Census Bureau Home Pa

To find a tract or block groups

Click American Fact Finder (on Left)

Click Data sets (on left)

Click on 2000 Summary File 1 (You can click on Summary File 2 and 3).

Click reference maps and work your way down from state to city to specific area until you see tracts, block groups or blocks mapped.

Alternatively, you can enter a street address and zip code (click on it, left side of screen) and it brings up a map, which you can zoom in or out of to the desired level.

Now to get information on you blocks or block groups.

Click on Detailed Tables

Click on the arrow to see the pull down menu and highlight block level.

Highlight your state, county, city, tract number, block group number and then blocks. Press add. You can do this several times to get all the block numbers in the box.

Follow through until you get to the box to select the subject matter. Do the same thing, highlight and press add until you get the information that you want to see. (Note, you can click help for context sensitive help (related to the page you're on)

If you click options and then highlight geographic information, you can get information on the area. You can also return and disable this function.

You can print or download it. If you download, it's often best to transpose the data. It will put it in an excel friendly form with census blocks in rows on the left and information to the right in columns. You can scroll down the page and cut and past information.

### **Some Tables to consider**

#### **For Life course assignment, Family Type**

P10. HOUSEHOLD SIZE BY HOUSEHOLD TYPE BY PRESENCE OF OWN CHILDREN UNDER 18 YEARS

P11. HOUSEHOLD TYPE (INCLUDING LIVING ALONE) BY RELATIONSHIP FOR THE POPULATION 65 YEARS AND OVER

P15. FAMILY TYPE BY PRESENCE OF OWN CHILDREN UNDER 18 YEARS BY AGE OF OWN CHILDREN

#### **For Values assignment:**

##### **Race ethnicity**

P2 through P11 give race and ethnicity

P22 YEAR OF ENTRY FOREIGN BORN POPULATION (from Census 2000 Summary File 3 (SF 3) - Sample Data)

P23 (Census 2000 Summary File 3 (SF 3) - Sample Data)

**Social Class**

P37. SEX BY EDUCATIONAL ATTAINMENT FOR THE POPULATION 25 YEARS AND OVER

P77. MEDIAN FAMILY INCOME IN 1999 (DOLLARS

P50 SEX BY OCCUPATIOON (Census 2000 Summary File 3 (SF 3) - Sample Data)

## **APPENDIX II: FINAL PROJECT GRAPHIC-CONCEPTS WORKBOOK**

For material in Week 6 to end of quarter, create a five page graphics-concept workbook. That is, for each of the five sessions below (from readings, films, lectures, discussion), come up with five important concepts covered. (Note: No need to cover Bafa Bafa session). For each concept, write a brief sentence or two description of it, and illustrate the concept with a graphic (photo, drawing, map, cartoon, humor is fine). Limit the length of your submission to one 8 ½" x 11" page per session (five concepts for the session on one page).

Put your name and the session title on top of each page.

**The current city structure and patterns? Environmental correlates of socio-pathology.**

**Pluralism: Institutional Settings, Universal Design.**

**Pole Town Lives. Pluralism: Neighborhoods in metropolitan Context**

**Pluralism. Holding Ground: The Rebirth of Dudley Street. Where is the North American city going and what future do we want?**

**Pluralism Metropolitan Context Taken for a Ride: The Real Story of the Auto/Oil Industry.**

For example, if you were doing this for the material on cognitive maps, your page might look like this.

Your name.

**Cognitive maps include: landmarks, paths, nodes, districts and edges. Sharply defined, these elements aid legibility or make a place imageable**



Landmarks (such as this) have distinctive features and stand out from a distance as visible reference. The OSU library is a well defined landmark at OSU.



Paths are travel corridors, which may carry pedestrian, wheeled or auto traffic. High Street is a well defined path in Columbus



Node are foci of behavior, where people gather. The Oval is a well-defined and active node on OSU campus



Districts are large areas of common characteristics that differ from other areas. German Village, Italian Village, and Victorian Village each are clear districts.



Edges define symbolic or actual boundaries between areas. Though one can walk across High Street, it is a sharp edge between campus and the community.