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| C&R P: 851: Precinct Planning | Winter, 2008 |
| (21355-1, 5 credits) | Jack L. Nasar |
| Tues. & Thurs. 2:30 p.m. – 5:18 p.m. | 231 Knowlton Hall |
| 0258 Knowlton Hall | Phone: 292-1457; e-mail: nasar.1@osu.edu |
| 275 W. Woodruff | http://facweb.knowlton.ohio-state.edu/jnasar/crpinfo/ |
| | Office hours: TBA. |

ULI Studio Course Description

This studio course in Precinct Planning exposes students to the integrative process of physical planning/urban design problem solving. It serves as an opportunity for you to adapt the substantive and procedural material of previous courses to a practical and realistic situation, and to acquire a capacity to deal with a generic problem type typically faced by city planners and urban designers in practice. This problem type, termed Precinct Planning, consists of planning the general physical form of a section of a city such as a neighborhood, a business district, a waterfront area, etc.

The ULI studio centers on the process and procedures associated with developing a proposal for site development. Students will work in interdisciplinary teams to develop a development proposal as part of the national Urban Land Institute (ULI) Competition. They will experience a variety of techniques employed in real estate development.

Course Goals

Preparation of a precinct or urban design plan requires a particular set of attitudes, methods, and skills, and it poses some recurring issues and problems. The structure of the course should enable you to acquire proficiency in the procedures basic to preparation of a plan for a precinct or subarea of a city:

1. Environmental assessment and programming;
2. Design, prediction, evaluation and choice;
3. Selection, refinement and implementation;
4. Report production.

The ULI studio component of the class will stress parts 2, 3, and 4. Upon completion of the course, you should:

- Understand the key processes in real estate development;
- Be able to communicate in a collaborative work team and;
- Improve your graphics, research and writing skills.

The sections of the syllabus describing each phase give more detailed statements about the approaches, methods, and procedures. Although the course centers on the four above phases of activity, students should develop skills in dealing with a fifth set of problems which recur throughout all phases of planning activity:

1. Dealing with a complex but always inadequate array of data; conflicting points of

view, and inadequate techniques, resources, and time for analysis, search and implementation;

2. Developing ways of working, which are explicit, transparent and open to participation by non-planners and which are responsive to their inputs;
3. Mastering techniques (written, oral, graphic) for conveying information about existing and proposed environments to users and decision makers; and
4. Developing abilities in working with others.

Course Format

Students will work in teams in this problem-solving studio. The instructor or guests will conduct lecture and discussion sessions on methodological and substantive issues. Lab and informal working sessions will allow students to deal with ongoing planning activities and present progress reports by teams to the class and instructor for critique and advice. Some sessions will have formal presentations of project work. Field work may consist of such activities as data collection, reading, analysis, plan formulation, and impact prediction.

Textbooks (Required)

Jones, Bernie. 1990. *Neighborhood planning: A guide for citizens and planners*. Chicago, ILL: Planners Press.

The following item is available on the Carmen: *Main street . . . When a highway runs through it*. You can download it and related pdf files for neighborhood planning at [Neighborhood Planning](http://www.lcd.state.or.us/tgm/publications.htm) <http://www.lcd.state.or.us/tgm/publications.htm>

The Project

To be announced by ULI on Friday, Jan. 25

Some contacts for neighborhood planning information

City Link:

- <http://www.columbusinfobase.org/> On the infobase, select electronic library, and see listings of Plans by the city.

U.S.Census Data:<http://www.census.gov/>

American FactFinder, DataSets, Summary File-3 (SF3), Detailed tables, Blockgroups, Ohio, Franklin County, select block groups

Additional Readings (On reserve in Arch Library)

Reserve Readings (Arch Lib.)

Quarter: Autumn

Course: C&RP 851

| No. Students: 27 (across three studios) | | Instructor: Nasar |
|--|------------------------------------|--|
| | | Phone: 2-1457 |
| | | Office: 230 Knowlton |
| Call Number | Author | Title |
| HT167.5.I3 B47 (ARC, Reference) | Berk, E. | Downtown Improvement Manual |
| NC997 .B43 1980 | Berryman, G | Notes on Graphic Design and Visual Communication |
| TE279 .B87 1999 (ARC) | Burden, D. | Street design guidelines for healthy neighborhoods. |
| TE279.5 .B85 2000 (ARC) | Burden, D. | Streets and sidewalks, people and cars. The citizen guide to traffic calming |
| NA7115M27 1986 | Cooper Marcus, C. & W. Sarkissian. | Housing as if People Mattered |
| HT166C821977 | Cullen, G. | The Concise Townscape |
| NA9105 .G37 2002 | Garvin, A | The American City: What works and what doesn't |
| HN90C6S65 | Hester, R | Community Goal Setting |
| HT167 .H47 1990 | Hester, R. | Community Design Primer |
| HT166H471984 | Hester, R | Planning Neighborhood Space with People |
| HT123 .H33 1978 | Halprin, K | Downtown USA: Urban Design in Nine American Cities. |
| NA2542.35 .L36 1994 | Lang, J | Urban Design: The American Experience |
| NA9108L8111960 | Lynch, K | The Image of the City |
| NA2540.5 .L9 1984 | Lynch, K & G. Hack | Site Planning |
| HD6 055.2.C22T676 | Michelson, W. | From Sun to Sun: Daily Obligations and Community. |
| | Nasar, J | The Evaluative Image of the City |
| HT166 .N422 1994b | Nelessen, | Visions for a New American Dream |
| HV6177N491973 | Newman, O. | Defensible Space |
| HT166D387 | Sanoff, H. | Designing with Community Participation |

| | | |
|-----------------|---------------------------------|---|
| HT166.S463 1985 | Shirvani, H. | The Urban Design Process |
| HN90.C6V36 1986 | Van de Ryn, S. Calthorpe, P. | Sustainable Communities: A New Design Synthesis for Cities ,Suburbs and Towns |
| SHN90C6W42 | Werth, J.T. & Briant | A Guide to Neighborhood Planning, PAS Report 342 |
| NA2760W46 | White | Concept Sourcebook. Presentation Strategies |
| HT167 W49 1988 | Whyte, W. | The Social Life of Small Urban Spaces |

Grading

Grades will be based upon your performance in meeting the course objective.

| | |
|-----------------------|-----|
| Participation | 25% |
| Initial Site Proposal | 35% |
| Final Site Proposal | 40% |

Instructor and others will evaluate student (and team) performance in achieving the course objectives—accomplishing the tasks and producing the products. This will include an assessment of the concepts and presentation. Depending on the evolution of the problem, consideration will be given to a variety of factors such as the following (where relevant) in evaluating performance. The degree to which:

- The process is systematic, explicit, open and well-documented
- The students respond to the client's perceived needs
- The products (e.g., designs and policies) are well considered, carefully executed, and clearly communicated for both professionals and non-professionals to understand
- The products represent professional contributions of high standards and quality.
- The efforts are innovative, imaginative and resourceful.
- Work is completed on time. Late work will be penalized two grades (i.e. A to C) for the first day late, and one grade for each subsequent day late. The instructor will take into consideration assignments that are late due to unforeseeable circumstances. Students wishing to appeal the grade of an assignment must make the appeal in writing within 5 calendar days after the assignment is returned.
- Team Member evaluation. A portion of each grade goes to team work, evaluations (by students) of each team member's contribution to the overall team effort. Each team member will hand in evaluations of other team member's efforts.
- Bonus. Instructor reserves the right to give up to an extra 10 points to students who show continual extra effort throughout the quarter.

Plagiarism

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 if you should have 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.

ASSIGNED PROJECTS

Participation

Much of this class is interactive and requires more than simply attending class. Participation is defined as attending class both during class time, during reviews, and team work.

Initial Site Proposal (Due, Feb. 4)

Each team will prepare a site proposal to enter the Urban Land Institute competition. This work will be judged during a jury competition.

Final Site Proposal (Due, Tue, March 11)

The Final Site Proposal will integrate the feedback from the jury and faculty to create a final site proposal.

ULI SCHEDULE

| Week | Day | Date | Topic |
|----------------|--------------|--------------------|---|
| 1 | Fri | Jan 11 | Mark Hinshaw Lecture, Schoenbaum 105 3:30 or 4:00 p.m. |
| 1 | Sat. | Jan 12 | Seminar on Real Estate Development. This day-long seminar will provide hour-long presentations on different topics in real estate development by experts in this field. |
| 2 | Mon | Jan 21 | Competition Site and Information provided from ULI Intense Team Work to prepare Initial Site Plan. Meet with faculty and professionals assigned to the team. |
| 4 | Mon. | Feb 4 (5pm) | Initial Site Proposal. Jury Review and Prize Reception |
| 8 | Mon | Feb. 25 | ULI finalists and honorable mentions announced |
| 10 | Thur. | March 6 | Final Site Proposal Due |
| | Fri | March 7 | ULI finalists site visit by one team member |
| | Mon | March 10 | Finals Week |
| Spring Quarter | Wed | Apr. 2 | ULI finalists dress rehearsal |
| | Thurs | Apr. 3 | ULI finalists present. Winner announced |

ENVIRONMENTAL ASSESSMENT

Thurs. Jan. 3: DISCUSSION Class introduction and description of Environmental Assessment.

Tue. Jan. 8: DISCUSSION Planning the plan. An introduction to neighborhood planning (city planning process, citywide neighborhood conservation plan, nature of a neighborhood plan, defining your neighborhood), Democratic neighborhood planning (principles of participation, alternative methods of participation, running effective community meetings, factors to consider in selecting methods for involvement, overview of steps in neighborhood planning, what it is going to take to do).

DUE: Read Jones pp. 1-38.

Thurs., Jan. 10 DISCUSSION The substance of the plan (collecting information, making sense of information). Data analysis, sifting meaning from data. Setting goals and criteria and putting the plan together.

DUE: Read Jones pp. 39-71, 111-121

Sat. Jan. 12. 9:00 a.m. – 5:00 p.m. ULI Workshop

Tue. Jan. 15. DISCUSSION Discussion of analyses, creating goals, criteria, PARK, SWOT

DUE: Read Jones, pp. 71-81, 123-127

Thurs. Jan. 17. DISCUSSION Refinement of goals, discussion of developing urban design concept, and plan.

DUE: Read Jones, 81-84

Mon, Jan. 21: ULI Competition announced

Tue. Jan. 22: Class discussion of competition. (Goals, PARK, SWOT applied to site)

**DESIGN CONCEPT DEVELOPMENT, PREDICTION, EVALUATION, CHOICE;
IMPLEMENTATION; PRESENTATION**

Thurs. Jan. 24 Ongoing work on competition. Concept development.

Tue. Jan. 29: DISCUSSION Urban design guidelines, and implementation.

DUE: Read Jones pp. 85-100 and Main Street.pdf

For other urban design elements see:

<http://www.splintercat.org/SplintercatMainFolder/GreatStreets>

Explore it or click neighborhood planning.

Look at Walkable Communities, Inc. <http://www.walkable.org/>

Burden, D. *Street Design Guidelines for Healthy Neighborhoods*

Burden, D. *Streets and Sidewalks, People and Cars, Citizens' Guide to Traffic Calming.*

Thurs., Jan. 31: ULI Initial plan, presentation graphics and document preparation

DUE: Read Jones, 101-106

Mon., Feb. 4 Jury review, reception. ULI Initial plan postmarked (by 5:00 p.m.)

Tue. Feb. 5 Break

Thurs. Feb. 7 Break

Tues. Feb. 12. Discuss Goals developed for ULI project.

Thurs. Feb. 14 From goals, students develop objectives, actions

Tue. Feb. 19 Powerpoint of Goals, Objectives, Design Directives (Actions) DUE

Thurs. Feb. 21 Create implementation plan for Design Directives (Actions)

FINAL SITE PLAN DEVELOPMENT & PRESENTATION

Tue. Feb. 26. DISCUSSION Feedback from ULI jury, Ongoing efforts

Thurs. Feb. 28: DISCUSSION Ongoing efforts

Tue. March 4 DISCUSSION Powerpoint of Implementation plan and timeline DUE

Thurs. March 6 Prepare Final Report: Goals, Objectives, Actions, Implementation Plan

FINAL'S WEEK

Tue. March. 11. Final Report DUE

ENVIRONMENTAL ASSESSMENT (Census, Physical, History, Survey Analysis)

Activities

The definition and description of the study area and its:

- Human dimensions--clients, users, existing and desired patterns of behaviors, images, perceptions and needs.
- Environmental conditions--history, existing and probable future conditions of the built and natural environment.
- Human environment relations--those features of the existing or projected environment related to behaviors, the ease with which those features can be changed (adaptable, semi-fixed, or fixed) and their relation to present or desired behaviors,
- The development of criteria which state in concrete (operational) terms:
- The behavior, images, perceptions and needs the plan should *support*, and those it should *constrain*.
- The performance characteristic required of the physical environment to *support* or *constrain* those behaviors.
- An evaluation of strengths and weaknesses to develop a list of 5 - 10 conditions (goals) to **Preserve, Add, Remove, or Keep out (PARK)**.
- Prioritize 5-10 criteria (or goals) and organize into a chart showing connectivity of goals.

DESIGN CONCEPT DEVELOPMENT, PREDICTION, EVALUATION, AND CHOICE

By now, you should have built up an initial understanding of the problems, assets and potentials which the area poses for your clients. You should have on mind the initial information for the situational data, the actor/user/client, the assumptions, and the objectives. In short, you should have assembled enough data to enable you to begin the second phase of the studio. The purposes and products are described below.

Activities

- Program Refinement: Based on feedback from client, revise list of goals, assumptions etc.
- Using the program from previous phase, generate at least three well-spaced and equally feasible plan for adapting or altering the existing setting and guiding its future development.
- Predict in as balanced and comprehensive a manner as possible the consequences or impacts of the plan for the affected users.
- Evaluate each against the goals, and select the best alternative.

DESIGN DEVELOPMENT AND IMPLEMENTATION

Activities

- Refine selected alternative to make it more desirable and feasible.
- Implementation, design of measures to implement your plan:
 - SWOT (Strengths, Weaknesses, Opportunities, over Time) analysis

- Disaggregate the plan/design into distinct actions, or chains of action.
- Determine the dependence of those actions upon others.
- Specify the decision framework, i.e., who must decide, or act, and in what sequence.
- Identify the resources required including source and magnitude.
- Schedule the above over time.

PRESENTATION/PUBLICATION

Activities

- Develop a strategy for communicating your proposals, for adapting the form of the environment, the rationale underlying them, the consequences expected on the quality of life in the area, etc. This will involve selecting a format and a consistent style of writing and graphic; deciding what to emphasize; and what order to discuss things.
- Produce the finished text and graphics.

Product

Professional quality boards.

| Schedule | | | | | |
|--------------------------------|--|---|-----------|---|---|
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| JAN | | | | 3 Class Introduction and Environmental Assessment, & Programming | |
| | | 8 Planning the Plan: Urban Design and Participatory Planning | | 10 The substance of the plan | 105 Schoenbaum, 3:30 or 4 p.m. Mark Hinshaw lecture |
| Sat. Jan. 12 ULI Seminar | | 15 Analysis, PARK, SWOT | | 17 Refinement of goals | |
| | ULI Site Announced | 22 Discuss the site. | | 24 Ongoing Work. Concept Development | |
| | | 29 Urban Design Guidelines Implementation | | 31 ULI Initial plan, presentation graphics. | |
| FEB | 4 Site Proposal, Jury Review, Prizes Submission | 5 Break | | 7 Break | |
| | | 12 Goals provided | | 14 Develop objectives, actions | |
| | | 19 DUE Present Goals, Objectives, Actions Create details, implementation schedule | | 21 Discussion ongoing efforts, final report | |
| | ULI Finalists announced | 26 Discussion Feedback from ULI | | 28 Ongoing efforts | |

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|--------------------|--|---|--|---------------------------------|--|
| MARCH | | 4 DUE: Present Implementation Plan and Timeline Prepare Final Report (Goals through Implementation) | | 6 Discussion Ongoing efforts | |
| FINALS WEEK | | 11 Final Report DUE | | 13 | |

Developing a neighborhood Physical Plan

As the ULI Studio for C&RP is listed under the 851 Precinct Planning Studio label, what follows is the traditional outline of steps for preparing a physical plan for a neighborhood or precinct. Depending on class discussion, we can spend a few weeks between ULI phases going through or discussing a shortened version of such a plan development.

PHASE I: ENVIRONMENTAL ASSESSMENT & PROGRAMMING

I. PURPOSE

The purposes of this first phase are:

1. To select a site or planning area
2. To identify and make contact with persons for whom the site is being planned and with them to decide their role in creating or deciding the features of the plan
3. To identify their existing and desired pattern of using the area (behavior circuits and settings)
4. To develop performance statements of goals for the environmental characteristics required to support the behaviors identified in (3) above
5. To develop base situational data on existing and projected conditions in the planning area and immediate environs
6. Using the performance statements generated in (4) to evaluate the existing and probable future environment as a setting for those behaviors
7. From (5) and (6) to identify those aspects of the existing settings which
 - (a) impinge on the users in some way offering either weaknesses, opportunities or threats with respect to their present or desired behaviors and which, therefore result in a perceived or felt need to modify that existing setting; or
 - (b) presently function well (strengths) in that they support the desired behaviors for your clients and which they consequently desire to maintain or preserve
8. Also from (5) and (6) trying to anticipate probable or likely future site conditions which may either support or constrain desired behaviors and which they consequently wish to ensure or avoid
9. From (7) and (8) above to produce an integrated set of statements regarding (a) those characteristics present and probable future site conditions which they wish to alter, and (b) those which they wish to preserve.

To the extent possible these statements should be operationally and should be prioritized

II. SUGGESTED PROCEDURAL OUTLINE

As implied in the purpose statement, no cookbook approach to this activity of environmental assessment and programming is possible or desirable. The information required, the techniques for obtaining it, for manipulating it, etc. all depend upon the problem, its context, the time resources, your role in the process, etc. With this in mind, below I offer a suggested approach and a checklist of the kinds of data which *might* be useful. Although many of these activities are not sequentially dependent and can occur in parallel, I have included a suggested schedule for when to complete the activities.

A. INITIAL INTELLIGENCE PHASE

1. Initial personal reconnaissance—notes, sketches, photos—apparent character, problems, assets and possibilities

2. Collation of existing data: base and contour maps, aerial photos, geological, soil and water surveys, climate records, ecological studies, engineering reports, borings, census material, histories, social studies, control documents, official proposals, records of current controversies
3. Identify and make contact with users/clients whom you chose to serve and decide with them their role in the process of plan formulation

B. DEVELOPMENT OF ENVIRONMENTAL PERFORMANCE CRITERIA

1. Identify their patterns of using the environment. Probably the best way to do this is to use the concept of *behavior circuits* or chains. Generally, most (say 90 percent) of our life can be described with a relatively few such behavior circuits. These should be identified for each user type. The circuits should be disaggregated into discrete elemental behavior, spatial behaviors (not brain activity and not generalized descriptions such as shopping, but movements through space). Something like ". . . walks from car to store . . ." seems about the right level. You should be careful to include *desired* and *undesired* behaviors as well as existing ones. Also the extent you can, you should identify the specific places or settings in which those behaviors occur.

There are several approaches to generating this information

- Indirect observation - erosion and accretion traces
- Direct observation - observing, tracking, time lapse photography etc.
- Direct communication with users--interviews, surveys, activity logs, etc.
- Response to simulations
- Role playing--either acting out or imagining certain roles in the environment
- Archival research
- Literature review of similar environments

2. Developing performance criteria:

For each of the behaviors described above describe the environmental characteristics required for support using the following general categories and subcategories

- Patterns of Activity: location, intensity, type, scheduling. (This refers primarily to actions or behaviors of all other users of a setting which might act to support or constrain or frustrate the desired behavior of your user group). What other activities in the same space would be supportive? Which would conflict? What should the time schedules be?
- Environmental descriptors: Given the activities desired, describe the environmental attributes which can support those activities. In addition to describing the size, shape, you might consider privacy, accessibility, interaction desired, formality, diversity, security, comfort, legibility, etc.
- Adjacencies. What activities should be next to or separate from others?
- Communication: Both explicit and implicit signals, signs, cues or symbols communicating the information users need to carry out desired behaviors. What kinds of information should be included in the signing system? Where should signs be located?
- Ambience: Micro-climate, light, sound, and smells. E.g. does this behavior require a sun, warm location? Would a draft or wind have a negative or positive effect? What about

light, sound, smells?

The information for developing these criteria can come from a number of sources

- Your observations in Phase I
- Your sociological, psychological, physiological, etc. theory
- From the users themselves, e.g. using their experience, they can describe the qualities needed in the environment to support a desired activity
- From intuition, empathy, role-playing, e.g. imagine yourself as an older person shopping for groceries, what characteristics should the environment have?

The criteria can be stated in different forms;

- A positive or negative form: e.g. conditions which impede or prevent desired behavior should be eliminated. Or in the positive case, conditions which facilitate a desired behavior should be added or preserved
- Threshold form: e.g. at least 50 foot-candles of light on the pavement surface of a pedestrian crossing
- Absolute form: e.g. no trees to be crossed at grade by footpaths used by children going to school.
- Incremental form. positive or negative. e.g. increase supply of housing or decrease the level of air pollution by 15%
- Optimize, minimize, maximize. e.g. lowest cost, maximize access.

C. DEVELOPING EXISTING AND PROJECTED SITE CONDITIONS DATA

The purpose of this phase is to build up a picture of the complex of forces (economic, social, political, legal, geographical, ecological etc.) and contextual conditions which act to shape the site and its use both now and in the future

1. Summary description of the official context and its changes: geographic location, surrounding populations, social and political structure, general economy, ecological and hydrological systems, land-use patterns, access system principal off-site destinations and facilities
2. Data on existing and projects site conditions and their immediate contexts. Keep in mind that you are concerned with both existing and projected or probable future conditions given no intervention into the forces responsible for producing those conditions over your selected planning period.

Physical Data (adapted from Lynch, Site Planning).

i. Geology and soil:

- underlying geology, rock character and depth
- soil type and depth, value as an engineering material and as a plant medium
- fill, ledge, slides, subsidence

ii. Water:

- existing water bodies -variation and purity
- natural and man-made drainage channels - flow, capacity and purity
- surface drainage patterns, amount, blockages, undrained depressions
- water table - elevation and fluctuation, springs
- water supply -quantity and quality

iii. Topography

- pattern of landforms
- contours
- slope analysis
- visibility analysis
- circulation analysis
- unique features

iv. Climate

- regional data on variation of temperature, precipitation, humidity, solar angle, cloudiness, wind direction and force
- local microclimates: warm and cool slopes, air drainage, wind deflection and storage, plant indicators
- sound levels, smell, atmospheric quality

v. Ecology:

- dominant plant/animal communities-location and relative stability
- their dependence on existing factor, self-regulation, and sensitivity to change
- mapping of general plant cover, included wooded areas
- specimen trees to be retained: their location, spread, species and elevation at base

vi. Artificial structures:

- existing buildings: outline, location, elevations, type, definition of use
- circulation facilities (roads, paths, rails, bus, transit, etc.): location, capacity and condition
- utilities (storm and sanitary sewers, water, gas, electricity, telephone systems, steam etc.): location, elevation, capacity

vii. Sensuous qualities

- character and relation of visual spaces
- viewpoints, vistas, visual focal points
- character and rhythm of visual sequences
- quality and variation of light, sound, smell, feel
- upkeep, naturalness, openness, historical significance, order, variety

Cultural Data

i. Residential and using population:

- number and composition
- social class (education, occupation and income character across block groups)--likely values
- family structure, life cycle (married, single, children, age)--likely lifestyle
- density/crowding--people per unit, percent overcrowding, units per acre etc.
- social structure and institutions
- economic structure
- political structure
- current changes and problems

ii. site values, rights and restraints:

- ownerships, easements and other rights (percent homeowner, absentee landlords)
- legal controls: zoning and other controls (existing land-use)
- economic values
- accepted "territories" and territorial definition
- political jurisdictions

iii Past and future

- site history and its traces (people, place, events)
- public and private intentions for future uses of site, conflicts

iv. Images

- group and individual identification and organization of the site (mental maps, feared areas, safe areas)
- meaning attached to the site, symbolic expression (likes, dislikes)
- hope, fears, wishes preferences

D. ENVIRONMENTAL ASSESSMENT

1. Using the environmental performance criteria developed in (B), evaluate the existing and projected conditions developed in (C).
2. This evaluation should lead you to a list of existing and projected environmental problems (things to Remove or Keep out) and assets (things to Preserve or Add).
 - Problems: those aspects of the existing or projected environmental settings which either do not adequately support or act to frustrate desired behaviors and which should be considered for change. Remove or Keep out.
 - Assets: those aspects which function well and warrant preserving in the existing setting or ensuring in the projected probable future. Preserve or Add

E. PROGRAM DEVELOPMENT

1. Prioritize or select goals the list from (D) above will likely be long and beyond the means of the community. You should make an effort to determine which problems and assets represent the most important, next most important etc.

2. Critical assumptions, i.e., the "givens", constraints or conditions over which you and the clients exercise little or no control, on which you choose to expend no resources to alter, and upon which you must base your plans. These probably should be mapped whenever possible.
3. Normative assumptions, i.e. city, regional, state and national goals, objectives, policies, etc., affecting the study area which are established at a higher level
4. Predictive assumptions, i.e. statements regarding expected or probable conditions such as the demand for land uses of various categories, population, employment, private and public developments or actions to be considered as "givens" in your plans

III. REQUIRED PRODUCTS FOR PHASE ONE

A. At the end of this phase, you should have developed an initial* understanding of:

1. The complex of forces (economic, social, political, legal, ecological, geographical, etc.) and contextual conditions which act to shape the site and its use both now and in the future. This should enable you to pinpoint the kinds of actions required to shape the site to meet the needs and desires of the clients
2. The "givens", constraints or assumptions upon which you will base your plans
3. The ends (goals) which you will pursue in the next phase of plan developments. These goals should be stated operationally (verb and object) and should be prioritized

Keep the information you generate in the form of a series of working files containing text, quantitative tables, diagrams, maps, pictures etc., which you can easily update as you learn more about the problem.

** This understanding will change as you proceed through the process and as you learn more about your clients, and the site and as they learn more about themselves and their environmental needs, etc.*

B. Presentation Requirements. You should be prepared to communicate this information in two ways.

1. A formal audio-visual presentation. This presentation should be about 10 minutes per team, and structured to present in summary form the critical issues you have uncovered.
2. A permanent form containing text, diagrams, tables etc., developing your substantive information and your procedures in a working document (your project notebook) which will be integrated into the final report.