INTRODUCTION

This studio course in Precinct Planning exposes students to the integrative process of 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.

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. In addition, lab sessions, 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. Several lab sessions will have formal presentations of project work. Field work may consist of such activities as client contact, data collection, reading, analysis, plan formulation, and impact prediction.

COURSE GOALS AND OBJECTIVES

Preparation of a precinct 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 sub-area of a city:

1) environmental assessment and programming;
2) design, prediction, evaluation and choice;
3) selection, refinement and implementation;
4) report production.

You can find more detailed statements of required products and suggested approaches, methods, and procedures in the sections describing each phase.

Although the instructor organized the course around the four above phases of activity, you 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.
RECOMMENDED READING (on reserve in Science and Engineering Library. See list with call numbers at end of course outline):


Hester, Randolph T 1990. Community design primer. Mendocino, Calif.: Ridge Times Press,


San Francisco: Sierra Club Books


**Werth, J.T. & Bryant, R. A Guide to Neighborhood Planning, PAS #342**

EVALUATION

Grades will be based upon your performance in meeting the course objectives:

1. Specifically, the instructor will evaluate your work on your:
   1) Environmental Assessment and Programming (30 POINTS);
   2) Design, Prediction, Evaluation and Choice, Selection/Refinement/Implementation (40 POINTS)
   3) Final Report (30 POINTS)

Instructor will evaluate student performance (or team performance) in achieving the course objectives—
accomplishing the tasks and producing the products specified in the program statements distributed for each
phase. 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. I will look at the degree to which (if feasible):

a) The process invited participation by non-planners and decision-makers through the use of systematic, explicit
   and open procedures.

b) The students achieve constructive, creative and ongoing client involvement; respond to the client's perceived
   needs; and demonstrate superior interpersonal skills in their relationship with the client.

c) The products (e.g., designs and policies) are well considered, carefully executed and clearly communicated to be
   understood by both professionals and clients.

d) The products represent professional contributions of high standards and quality, meet the perceived needs of the
   client group and promise to be of use in furthering client group objectives.

e) The process is well documented.

f) The efforts are innovative, imaginative and resourceful.

g) Work is completed on time - late work will be penalized, one grade (i.e. A to B) for each day late.

4) 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 (0 through 10) on each phase due date. Within each team, the average score of each team
   member relative to each other team member will be used to adjust each individual's evaluation upward or
   downward from the team score.

5) Bonus. Instructor reserves the right to give up to an extra 10 points to students who show continual extra
   effort throughout the quarter.
PHASE I: ENVIRONMENTAL ASSESSMENT AND PROGRAMMING
DUE: Start of class, Tues. April 10

Activities

1. The definition and description of the study area and its:
   a) Human dimensions--clients, users, existing and desired patterns of behaviors, images, perceptions and needs.
   b) Environmental conditions--history, existing and probable future conditions of the man-made and natural environment.
   c) 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,
      - supportive (Preserve or Add)
      - impinging or limiting (Remove or Keep out).
   d) Development of mechanisms for ongoing community-based design/planning

2. The development of criteria which state in concrete (operational) terms:
   a) The behavior, images, perceptions and needs the plan should support, and those it should constrain.
   b) The performance characteristic required of the physical environment to support or constrain those behaviors.
   c) An evaluation of Strengths and Weaknesses to develop a list of 5 - 10 conditions to Preserve, Add, Remove, or Keep out (PARK).

3. Organize the 5-10 criteria (or goals) from 2 into a flow chart showing connectivity of goals.

Products

1. An oral & graphic/written presentation summarizing the definition and description of the study area, and the logic and criteria stated in concrete (operational) terms
2. Maintain a project notebook (or box) containing working files of your procedures and information produced.
3. If team project, on a 3” x 5” card, evaluations by each student of each team member's effort. Your name on top and your evaluation of each member separately: A+ (above and beyond project requirements), A (excellent), B+ (good work), B (adequate work), B- (fair work), C+ (fair to poor work), C (poor work), C-, D+, D, D-, E (no work.)
PHASE II: DESIGN (PREDICTION, EVALUATION, AND CHOICE), REFINEMENT
AND IMPLEMENTATION
DUE: Start of class, Thurs. May 10
Note: Schematic plans, evaluation and choice due start of class, Thurs. May 26

Activities

1. Using the program from previous phase, generate at least one feasible plan for adapting or altering the existing setting and guiding its future development.
2. Predict in as balanced and comprehensive a manner as possible the consequences or impacts of the plan (compared to the null alternative of no action) for the affected users (grouped in some way).
3. Assign values to the consequences of each of the different user groups.
4. Analyze the valuated consequences so that you can assist the clients in ranking the alternatives, i.e., in selecting the one which they wish to implement.
5. Based on feedback from clients and technical advisors, select preferred alternative.
6. Refine selected alternative to make it more desirable and feasible.
7. 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 and in what sequence.
   --Identify the resources required including source and magnitude.
   --Schedule the above over time.

Products

1. An oral presentation to clients and class and written/graphic paper summarizing that information.
2. Maintain project file or notebook.
3. If team project, on a 3" x 5" card, evaluations by each student of each team member's effort, as before.
PHASE III:

DUE: Draft Document--Start of class. Tues. May 22

Activities

1. 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 graphics; deciding what to emphasize; and what order to discuss things.
2. Produce the finished text and graphics.
3. Paste up.

Products

1. A professional quality planning report: two copies for instructor. You should also reproduce sufficient copies for each team member and for relevant clients and users to have one.
2. A presentation to class or client.
3. Evaluation of each team member's efforts.
SCHEDULE

Phase I -- Environmental Assessment and Programming

Tue. March 27: DISCUSSION Class Introduction and Description of Phase I Environmental Assessment and Programming.

Thurs. March 29: DISCUSSION The project; 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).

Tues. April 3: DISCUSSION Human-environmental (natural & man-made) data needs. 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.

Thurs. April 5: Continued discussion/work

Tue. April 10: PHASE 1-ANALYSIS DUE. (Start of Class)

Phase II -- Design, Prediction, Evaluation, Choice, and Implementation

Thurs. April 12: DISCUSSION: Refinement of Phase I Goals. Phase II: Developing Urban Design Concept

Tues. April 17: DISCUSSION Evaluating Concept against Goals

Thurs. April 19: DISCUSSION Ongoing Efforts

Tues. April 24: DISCUSSION Ongoing Efforts

Thurs. April 26: PRESENTATION Urban Design Concept, Evaluation and Choice (Start of Class)

Tues. May 1: DISCUSSION Urban design guidelines and implementations. SWOT

Thurs. May 3: DISCUSSION Ongoing Efforts

Tues. May 8: DISCUSSION Ongoing Efforts

Thurs. May 10: DUE PHASE II URBAN DESIGN/IMPLEMENTATION (Start of class)

Phase III -- Publication

Tues. May 15: DISCUSSION: Phase III Presentation Graphics and Document Preparation

Thurs. May 17: DISCUSSION Ongoing Efforts

Tues. May 22: DISCUSSION Ongoing Efforts

Thurs. May 25: Draft Document DUE Start if Class

Tues., May 29 DISCUSSION Draft Document

Thurs. May 31 DISCUSSION Ongoing Efforts
**SPRING QUARTER, 2001 CRP 851 SCHEDULE**

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# RESERVE LIST (S.E.L.)

**QUARTER Spring, 2001**

**NO. STUDENTS** 16

**COURSE CRP 851**

**INSTRUCTOR Nasar**

**PHONE** 2-1457

**OFFICE** 279B Brown

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