

Landscape Architecture Program  
Department of Environmental Design  
University of California, Davis

LDA 204: Physical Planning and Urban Design  
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**SYLLABUS**  
**LDA 204: PHYSICAL PLANNING AND URBAN DESIGN**  
**FALL 2007**

Time: Mondays and Wednesdays 12:10-2  
Room: TB 100 (next to Walker Hall)  
4 Units  
Course Number: 75383

**DESCRIPTION**

This course (listed temporarily in 2007 as LDA 204: Case Studies in Landscape Architecture) introduces students to the design, regulation, and development of the built landscape. The aim is to give students an understanding of how built landscapes evolve, and how they can be creatively planned and designed in the future so as to meet social and ecological goals. This class is appropriate for students in community development, geography, landscape architecture, and environmental planning programs, as well as others interested in land use, sustainable development, or place-making strategies beyond the building scale.

The emphasis in this class is on “learning by doing” or “active learning,” following the belief that we learn more by actively processing material than by passively receiving information. In addition to short lectures, the course will emphasize sketch exercises, short assignments, group discussion, and field trips to observe the physical environment firsthand. We will use real-world places in Davis and surrounding communities as our laboratory, and will consider how they might develop differently in the future.

The course will consist of approximately two hours of lecture/discussion and two hours of in-class exercise each week. Lectures will include slides, videos, and other visual aids. Two Saturday morning field trips will be scheduled to observe firsthand the built environment of local communities. Grades will be based on four at-home exercises, four short quizzes, and participation.

The assignments for this class will involve some simple graphic work. If you haven’t done this before, don’t worry. The emphasis will be on presenting ideas clearly and concisely in graphic format, rather than on artistic quality.

**PREREQUISITES**

Graduate standing or permission of the instructor

## **OBJECTIVES**

### *Content*

- Understand elements of the built landscape, including housing types, lot, street, and neighborhood layout, design of public spaces, and large-scale city and regional structure
- Understand how land is regulated through zoning, subdivision, and planning
- Understand basic techniques of urban design
- Understand the development process, including basic concepts of site planning, public participation strategies, and economic tradeoffs in development

### *Skills*

- Develop ability to analyze and create planning documents, zoning codes, urban design guidelines, and site plans
- Gain skills of presenting spatial concepts through simple graphic plans and images
- Develop first-hand observation and analysis skills related to the built environment
- Improve written, oral, and graphic presentation skills
- Gain ability to make practical recommendations to local communities

## **GRADING**

40% At-Home Exercises (4)

40% Quizzes (4)

20% Participation

Regular attendance is required and lack of this will result in a lower grade. Active participation in discussions is strongly encouraged. Don't worry about saying the wrong thing or not knowing enough. Many other class members may have the same question you do. But if you are naturally talkative make sure that you listen to others and allow them an opportunity to participate as well.

The reading is an essential part of this class. Make sure that you review it before each class. Otherwise, you may have difficulty participating in group discussions. But do not necessarily read every word. Read for key concepts, terms, names, and ideas. The most efficient process is often to leaf through the reading first to understand its organization and main points, circling these in your reader and writing comments or questions in the margin so that it will be easy for you to review later. Then go back to fill in other concepts and detail. You should be able to answer questions such as: Who was the author of the reading? When were they writing and in response to what perceived needs? What were some of their key ideas? What style of writing or method of argument did they use to get their ideas across?

We want to link the course material as much as possible to real-world events. Toward this end the instructor will often start the class with news items or announcements of local happenings. Students are also encouraged to bring in material that they think will be of interest to the rest of the class.

## **COURSE MATERIALS**

A reader will be available during the first week of the semester at ASUCD Classical Notes. Please purchase this and bring it to each class as we will frequently refer to readings.

There is also a required text: Fulton, William and Paul Shigley. 2005. *Guide to California Planning, Third Edition*. Point Arena CA: Solano Press Books. We will read several chapters from this book, and you are encouraged to review the rest yourself, as this book is an essential reference text in California. It will be available at the UCD Bookstore by the beginning of fall semester.

Certain basic graphic materials will be necessary for some at-home assignments. These can be purchased at the University Bookstore or any art supply store:

- A planning scale (a 3-sided ruler marked in 1/10ths of an inch at 10, 20, 30, 40, 50, and 60 gradations to the inch)
- Black pens of several different line weights, for example, a fine-line pen such as Pilot Precise Extra Fine, a mid-weight marker such as a Sharpie Fine Point, and a heavy black marker such as a Berol Prismacolor
- Different shades of colored marker (such as Berol Prismacolor) to designate types of land use. Typical planning colors for land use plans are:
  - Light yellow: low density residential (single family detached housing)
  - Darker yellow: medium density residential (single family detached housing)
  - Light brown: multifamily housing
  - Red: retail or mixed-use
  - Purple: industry
  - Light Blue: institutional uses
  - Dark Blue: water
  - Light Green: Agriculture or forestry
  - Dark Green: Open space
- Optional: A triangle and T-square, or other drafting equipment

## **OFFICE HOURS**

Wednesday mornings 9-11, or by appointment

Room 106, TB 108 (the southernmost of the temporary buildings next to Walker Hall)

## **ACADEMIC HONESTY**

In line with University of California at Davis policy, students are expected to maintain high standards of academic honesty. This means that all work that you present as your own must in fact have been done by you, and that all sources must be properly cited. There are a number of possible ways to cite information; please refer to standard reference books such as the Chicago Manual of Style or online citation resources such as [http://www.lib.duke.edu/libguide/cite/works\\_cited.htm](http://www.lib.duke.edu/libguide/cite/works_cited.htm). If you have any questions about either citation procedures or academic honesty, please ask the instructor. Academic dishonesty may lead to the student failing the course or other more serious measures.

## CLASS SCHEDULE

### PART 1: ELEMENTS OF THE BUILT LANDSCAPE

- Class 1 Course and Student Introduction  
Mon Oct 1 The Subjective Experience of Space (slides)  
*Exercise 1: Cognitive Mapping (in class)*
- Class 2 *Exercise 2: Walking Tour of a Small-Town Environment (Davis)*  
Wed Oct 3 Leave TB 100 at 12:10 sharp
- Reading:* Allan Jacobs, "Seeing Change," from *Looking at Cities*. Cambridge: MIT Press. 1985.
- Class 3 Elements of the Built Landscape 1: Housing Types, Density, Neighborhood Layout  
Mon Oct 8 *Exercise 3: Map Your Block (Prepare at home and present in class)*
- Reading:* Lynch, Kevin. 1981. Chapter 1, "Form Values in Urban History" and Appendix D, "A Catalog of Models of Settlement Form." *Good City Form*. Cambridge: MIT Press. pp. 5-36, 373-455.
- U.S. Green Building Council. 2006. *LEED NC Version 2.1 Project Checklist and draft LEED ND Description*. Washington, D.C.
- Wheeler, Stephen M. "Housing Types and Densities" (diagram). 2002. From *Smart Infill: Creating More Livable Communities in the Bay Area*. San Francisco: Greenbelt Alliance.
- Class 4 Elements of the Built Environment 2: Street Types and Design (slides)  
Wed Oct 10 *Exercise 4: Retrofit a Suburban Arterial (in-class)*
- Readings:* Southworth, Michael and Peter M. Owens. 1993. The Evolving Metropolis: Studies of Community, Neighborhood, and Street Form at the Urban Edge. *Journal of the American Planning Association*. 59 (3). 271-287.
- Ewing, Reid, "Best Transportation Practices," in *Best Development Practices*. Chicago: American Planning Association. 1996.
- Saturday\*\* *Exercise 4: Walking Tour of An Urban Environment (Sacramento)*  
Oct 13 Meet in downtown Sacramento at location to be announced  
9-12 AM
- Class 5 Elements of the Built Environment 3: Large-Scale Structure  
Mon Oct 15 *Exercise 5: Design a Future Growth Scenario for the Region (In Class)*
- Reading:* Review SACAG Blueprint materials at [www.sacregionblueprint.org](http://www.sacregionblueprint.org) and Portland Metro 2040 materials at [www.metro-region.org](http://www.metro-region.org).

U.S. Environmental Protection Agency (U.S. EPA). 2001. *Our Built and Natural Environments: A Technical Review of the Interactions between Land Use, Transportation, and Environmental Quality*. Washington, D.C. pp. 35-82.

Wed Oct 17 \*\*\*NO CLASS – INSTRUCTOR AT CONFERENCE

## **PART 2: HOW LAND IS REGULATED AND PLANNED FOR**

Class 6 \*\*Quiz on Part 1

Mon Oct 22 Local Government Structure and Planning Process

*Exercise 6: Analyze a Plan (Prepare a concise 2 page analysis + 3 minute PowerPoint presentation)*

*Reading:* Fulton, William and Paul Shigley. 2005. Chapters 4-6 of *Guide to California Planning, Third Edition*. Point Arena CA: Solano Press Books. pp. 65-125.

Marshall, Alex, “The Master Hand: The Role of Government in Building Cities,” in *How Cities Work*, Austin: University of Texas Press, 2000.

Class 7 Zoning and Subdivision

Wed Oct 24 *Exercise 7: Zoning Hurdles for Particular Projects (in-class)*

*Reading:* Fulton, William and Paul Shigley. 2005. Chapters 7-9 of *Guide to California Planning, Third Edition*. Point Arena CA: Solano Press Books. pp. 127-179.

Class 8 Form-Based Codes

Mon Oct 29 Short Films on Smart Growth and Affordable Housing

*Reading:* Duany, Andres and Emily Talen. 2002. “Transect Planning.” *Journal of the American Planning Association*. 68 (3) pp. 245-266.

Review Wikipedia article on form-based codes, at [http://en.wikipedia.org/wiki/Form-based\\_codes](http://en.wikipedia.org/wiki/Form-based_codes), and SmartCode 9.0, available through [www.smartcodecentral.com](http://www.smartcodecentral.com).

Class 9 Other Growth Management Tools and Strategies (Growth Boundaries, Transfer of Development Rights, Taxation Strategies, etc.)

Wed Oct 31 *Exercise 8: Create a Form-Based Code (Present in class)*

*Reading:* Fulton, William and Paul Shigley. 2005. Chapters 11, 17 of *Guide to California Planning, Third Edition*. Point Arena CA: Solano Press Books. pp. 211-225; 293-305.

Class 10 Smart Growth and the New Urbanism (slides)

Mon Nov 5 Discussion and Review

*Reading:* Congress for the New Urbanism. 1996. "Charter of the Congress for the New Urbanism." San Francisco. 2 pp.

Calthorpe, Peter. 1993. *The Next American Metropolis*. New York: Princeton Architectural Press. Selections from pp. 15-76.

**\*\*Saturday** *Exercise 9: Walking Tour of Suburban Environments (Laguna West; South Sac)*  
Nov 10 Meet at location TBD  
9-12 AM

### **PART 3: THE NATURE OF URBAN DESIGN**

Class 11 **\*\*Quiz on Part 2**  
Wed Nov 7 Urban Design Methods, Values, and Challenges

*Reading:* Lynch, Kevin, "Urban Design," in Banerjee, Tridib and Michael Southworth, *City Sense and City Design: Writings and Projects of Kevin Lynch*. Cambridge: MIT Press, 1991.

Reid, Grant W. 1987. Selections from *Landscape Graphics*. New York: Whitney Library of Design. pp. 10-23, 56-69.

Mon Nov 12 NO CLASS: VETERANS DAY HOLIDAY

Class 12 Social and Cultural Factors in Design  
Wed Nov 14 *Exercise 10: Senior Housing (in class)*

*Reading:* Hayden, Dolores. 1984. *Redesigning the American Dream: The Future of Housing, Work, and Family Life*. New York: Norton. Ch. 8: Domesticating Urban Space, pp. 209-224.

Jacobs, Jane. 1961. "The Uses of Sidewalks." In *Death and Life of Great American Cities*. New York: Vintage Books. pp. 50-54.

Hester, Randolph T. Jr. 1993. "Sacred Structures and Everyday Life: A Return to Manteo, North Carolina." In Seamon, David, ed. *Dwelling, Seeing, and Designing: Toward a Phenomenological Ecology*. Albany: SUNY Press. 271-297.

Carstens, Diane, "Outdoors Spaces in Housing for the Elderly," in Marcus, Clare Cooper and Carolyn Francis, eds. *People Places: Design Guidelines for Urban Open Space*. Second Edition. New York: Van Nostrand Reinhold. 1998. pp. 209-224 (skim)

Class 13 Public Spaces and Public Art  
Mon Nov 19 (Film: The Social Life of Small Urban Spaces)

*Reading:* Cusick, Jessica. 2005. "Designing a Public Art Plan." In Goldstein, Barbara, ed.

*Public Art by the Book*. Seattle: University of Washington Press. pp. 4-22.

Graves, Donna. 2005. "Revising Rosie the Riveter." In Goldstein, Barbara, ed. pp. 109-114.

Class 14      Bike and Pedestrian Design  
Wed Nov 21    *Exercise 11: Design a New Neighborhood (present in class)*

*Reading:*      American Association of State Highway and Transportation Officials (AASHTO). 2004. *Guide for the Planning, Design, and Operation of Pedestrian Facilities*. Washington, D.C. pp. 31-121. (skim)

"Traffic Calming," "Pedestrian Friendly Streets," "On-Street Bikeways," "Multiuser Trails," "Greenways and Trails," and "Streetscape." From American Planning Association. (2006). *Planning and Urban Design Standards*. Hoboken, NJ: John Wiley & Sons. pp. 238-234; 259-264; 372-375; 491-500. (skim)

#### **PART 4: THE DEVELOPMENT PROCESS**

Class 15      \*\**Quiz on Part 3*  
Mon Nov 26    Site Planning  
*Exercise 12: Site Assessment (in class)*

*Reading:*      Lynch, Kevin and Gary Hack, "The Art of Site Planning," and "The Site" from *Site Planning: Third Edition*. Cambridge: MIT Press, 1984. pp. 1-66.

Ewing, Reid, "Best Environmental Practices," in *Best Development Practices*. Chicago: American Planning Association. 1996. pp. 95-119.

Class 16      Public Participation Strategies  
Wed Nov 28    *Exercise 13: Public Participation Role-Play (in class)*

*Reading:*      Jones, Bernie, "Democratic Neighborhood Planning." In *Neighborhood Planning: A Guide for Citizens and Planners*. Chicago: American Planning Association. 1990. pp. 11-38.

Forester, John, "Designing as Making Sense Together," in *Planning in the Face of Power*. Berkeley: University of California Press: 1989. pp. 119-133.

Class 17      Economic Considerations in Development  
Mon Dec 3     *Exercise 14: Making a Project "Pencil Out" (will use computer lab)*

*Reading:*      Schmitz, Adrienne et al. 2004. "Introduction" and "Project Feasibility" (part). From *Residential Development Handbook*. Third Edition. Washington, D.C.: Urban Land Institute. pp. 3-47.

Peiser, Richard B. and Anne Frej. 2003. "Financial Feasibility Analysis." From

*Professional Real Estate Development, Second Edition.* Washington, D.C.: Urban Land Institute. pp. 147-152.

Class 18      Sustainable Development  
Wed Dec 5    \*\*Final Quiz  
                  Class Evaluations

*Reading:*      Wheeler, Stephen M. 2008. "Planning for Sustainability." Forthcoming in *The Practice of Local Government Planning*, Fourth Edition, Washington, D.C.: International City/County Management Association.