INSTRUCTOR:
CLASS MEETING TIME
CLASS LOCATION:
CONTACT INFO

Text:
Required:
Francis D.K. Ching "Architecture: Form Space and Order"
Matthew Carmona "Public Places – Urban Spaces"

Computer:
Ownership of or access to a personal computer is required. It is strongly recommended that the computer use a Microsoft based operating system such as: Windows 7 or Windows 8.

Student should also have access to “Microsoft Office” (see software section below) or at a minimum, access to the following “Office” program components: PowerPoint, Word, and Excel.

Software (Free!):
TERPware: (https://terpware.umd.edu) is the software download website for the University of Maryland, College Park. Various software products are available for download and use by UMD students, faculty, and staff through agreements managed by the Division of IT between the university and software companies.

Incoming students for the can download software beginning 24-48 hours after they have registered for classes.

Recommended Software Downloads available for PC:

1. Office Professional Plus 2013 – Student or Office Professional Plus 2010 – Student
2. Acrobat XI Professional
3. Windows 7 Ultimate or Windows 8 – Professional – Student (If you are currently running earlier versions of Windows such as XP).
4. Adobe Creative Suite 6

Architecture Library:
The architecture Library is located in Room 1102 on the upper floor of the Architecture Building. Tel: 301-405-6317. Librarians are available by appointment to assist with your research needs

Course Description:

To introduce students to the issues associated with the development of the basic asset classes (office, retail and residential) and the context driven forces that shape these different development types. This course is aimed at those pursuing careers in real
estate therefore, points of view of the developer, investor, designer, and policy makers will be considered. Analytic tools will be introduced to examine the different asset classes in relation to context with the intent of understanding the particular forces that shape these developments and create the urban fabric. Each class will conclude with a discussion of contemporary examples of the ideas inherent in the topics presented.

The practice of real estate development within the urban context is driven by investment profiles, demographic shifts, aesthetic theories, design practices & technological innovations. Our investigation will also consider socioeconomic changes as we examine the larger cultural context in which to position the creation of the built environment. The course will be organized topically based on asset class with exploration of contemporary issues that transcend type.

Each lecture will be focused by both mode(s) of thought and the resulting developments, and will include a general discussion of the following:

- Suburban/rural development
- Town and Transit oriented development
- Urban development
- Sustainable design/development, transportation, place and technology as a way of understanding issues and differences in concept and practice

We will also operate with the basic understanding of the city (in the broadest sense of the word)

- as a designed and lived experience
- as both permanent and ephemeral
- as both a physical and mental construct
- as both a financial and social investment

Students will combine both field research and academic research as they address the assignments. In addition to this research, presentation skills will be introduced, developed and employed. It is understood that this is a 3 credit course that meets once a week with no prior graphic experience required. Grading will be based on the quality of the research and on the quality of the analysis and discussion evoked.

**Course Objectives:**
To introduce students to the issues associated with the development of the basic asset classes (office, retail and residential) and the context driven forces that shape these different development types. This course is aimed at those pursuing careers in real estate therefore, points of view of the developer, investor, designer, and policy makers will be considered. Analytic tools will be introduced to examine the different asset classes in relation to context with the intent of understanding the particular forces that shape these developments and create the urban fabric.
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**Academic Integrity**

Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Histories of institutions demonstrate that a laissez-faire response will reinforce, perpetuate, and enlarge the scope of such misconduct. Institutional reputations for academic dishonesty are regrettable aspects of modern education. These reputations become self-fulfilling and grow, unless vigorously challenged by students and faculty alike.
All members of the University community—students, faculty, and staff—share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

Any of the following acts, when committed by a student, shall constitute academic dishonesty:

(a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
(b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
(c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
(d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

B. The Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For group projects, if any, the boundaries for individual and group work will be provided prior to the beginning of the assignment. You should review carefully the information on the Code of Academic Integrity or the Student Honor Council at www.studenthonor council.umd.edu/code.html.

C. Student Honor Pledge: Each assignment and exam is should include the following pledge: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Failure to sign the pledge is not an honors offense, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Refusal to sign must be explained to the instructor. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge, submission implies signing the pledge. http://www.studentconduct.umd.edu/aca/honorpledge.html

Course Evaluations:

University Evaluations: Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete
your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations. More information is available at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

Program Evaluation Process:
Students also will be asked to complete a Colvin Institute (more detailed) evaluation for this course, as you have for all other RDEV courses. This will be done at one of the last class periods in the term.

Evaluations are not shared with Instructors until after grades are submitted, so the more honest your evaluation (pros and cons) the more helpful in advancing the courses and curriculum for the RDEV program.

Accommodations for Students with Disabilities:
Students who seek special accommodations due to disabilities please follow the procedures outlined by the Disability Support Service (DSS) and available on the web at: www.counseling.umd.edu/DSS/registration.html.

Students seeking accommodations should contact DSS before the start of the course, and should let the instructor know that accommodation will be required. Based on DDS provided information, the Instructor will meet with the student and discuss appropriate arrangements including any modified testing procedures.

Learning Assistance Service (LAS):
If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math, writing skills, note-taking and exam preparation skills. Of particular interest to graduate students is the opportunity to work individually with academic specialists, as well as attend any LAS workshops. LAS also have a specialized structured writing group for international graduate students. There are new web based self-instruction tools that have been collated by the Graduate School that take you directly to sites that can help with grammar and basic writing skills if needed. All services are free to UMD students.

If you miss 3 classes or more, or are falling behind, you will be referred to the Program Director. Additional coaching sessions may be recommended or required for students at risk of being on academic probation.

PLEASE, IF YOU NEED HELP, ASK!
Attendance:

Students are expected to attend class and to be on time for each class. If you must miss a class, please inform the instructor as soon as possible. (rmcclennan.architect@gmail.com).

- Students missing more than 6 hrs. +/- (two classes) from a combination of lateness or absence will be counseled about their ability to continue with the course. A third absence automatically triggers notification to the Program Director. Students who anticipate missing two classes in a row for any reason should seriously consider dropping the course.

- Excused absences include: illness of the student or dependent; religious observance; at the request of University Authorities; and compelling circumstances as determined by the instructor.

- It is the student’s responsibility to inform the instructor of any intended absences and **in advance** (at the beginning of the semester) for religious observances.

University policy excuses the absences of students for illness, religious observances, and participation in University activities at the request of university authorities or compelling circumstances beyond the student’s control. Students who miss a single class for a medical reason are not required to provide medical documentation, but students who are absent more than once are responsible for providing various forms of documentation, depending on the nature of the absence. For more information, see University Policy V-1.00G on Medically Necessary Absence.

Students who miss a single class (3-hour session) for a medical reason must make a reasonable effort to contact their instructor in advance, and upon return to class, present the instructor with a self-signed note which acknowledges that the information provided is accurate. Faculty must accept this note; a student’s failure to provide an accurate statement is a violation of the Honor Code. Any subsequent medical absence will required medical documentation.

In the event a student is absent for a Major Grading Event such as an exam or presentation or project, you must provide documentation of illness from a health care professional, as well as notify the instructor in advance. No absences for such events otherwise will be possible.

Inclement Weather:

Official closings/delays are announced on the campus web site: [www.umd.edu](http://www.umd.edu) and through local radio and TV stations. Any loss of class time resulting from delays or closing will be rescheduled.

Religious Observance:

UMD policy available at: [www.president.umd.edu/policies/iii510a.html](http://www.president.umd.edu/policies/iii510a.html).
Course Communications:

- You are responsible for providing a working email address that will be incorporated in a group email file to be used by the instructor. You should be sure that this is also the email address that you use to receive University email (make any change in [www.testudo.umd](http://www.testudo.umd)) -- as this is where the University and Program sends graduation and other announcements; if your Testudo/University email is not the one you check regularly, you will not receive emails through the system.

- CANVAS (ELMS) will be used in this course, so you will need to check the ELMS website regularly.

- It is recommended that you stay up to date with news and events at the School (and off campus) by checking the bulletin outside of Room 1111 on the second floor.

Classroom Etiquette:

- Class starts at 7:00 pm. A 5 - 10 minute break approximately the half-way point of each class.

- Each student is expected to be respectful and attentive when other students are making comments or asking questions.

- In order to maintain an atmosphere that is conducive to learning and participation, rude and disruptive behavior will not be tolerated. Please do not come in and cross in front of any speaker in order to get to a seat.

- Additionally, while the instructor encourages class participation from everyone, students with a tendency to be outspoken are asked to keep their participation to a reasonable level so that they do not monopolize class time or intimidate other students.

Personal Technology in the Classroom:

- Use of personal technology in the class is solely for course-related purposes.

  **Audio and or video recording during class activities is prohibited.** Violation will result in a permanent suspension from class.

- Cell phones and laptops must be turned off and put away (off the desk) during the time that class is in session. Use of phone and/or texting during class is prohibited. If you need to respond to a message, call, etc. you can do so during the class break.

Copyright Notice:

- Class lectures and other materials are copyrighted and may not be reproduced for anything other than personal use without written permission from the instructor.
Course Requirements

Course Materials:
- Material sent or posted on ELMS/CANVAS will be posted as a PDF, Word and/or Excel file and each student must have the appropriate program to read each file type. See Software Section for free software available through the UMD Technology Center at: https://terpware.umd.edu.

Class Preparation:
- In a graduate level program, preparing for your classes is a major responsibility of the student – you need to carefully read all of the assigned material and take careful notes to use in class. You must come to class with your notes, any written summaries that have been assigned and copies of the readings, and be prepared to contribute to the discussion. Assignments are made based on the minimum of 6 – 9 hrs/week -- 2 to 3 hours in weekly preparation for every hour of classroom time.

Each student must complete all of the following to earn a grade:

Classroom Participation:
- It is essential for you to actively participate in every class meeting and discussion – this is an expectation of graduate study. This is not just something done for academic purposes, but to help you prepare for professional practice, where you will have to prepare for meetings and then actively participate. Participation is an important part of your overall graduate education.

- Students are expected to complete any readings, assignments, and participate in class discussions. Assigned readings are meant to facilitate classroom discussion. If called upon, student will be prepared to present a one/two minute presentation on any of the assigned readings and to field questions from instructors and other students. It is NOT ACCEPTABLE to say you are not prepared. Refusing to respond when called on – to pass – will severely impact the student grade. In the business world there is no “passing.”

Assignments - General:
- Students will complete each assignment as indicated by the instructor. (Note: the number and due dates of assignments are subject to change by the instructor with at least TWO WEEKS NOTICE).

- [OPTION IF YOU WANT TO ALLOW EMAILED ASSIGNMENTS]. All emailed assignments must use the below described “file” format and be emailed (as an attachment) to the instructor’s email address prior to 7:00 pm on the due date.
• Alternative method -- If students wish to submit a ‘hard” copy assignment:
  o Printed assignments (Readings and questions/problems only) must include the student’s name, the course number and assignment number (630-Reading1, etc.), be typed, and if more than one page, stapled. The assignment is due on the assigned date at the **BEGINNING** of class (unless specified otherwise by the instructor).

• If you must be late with an assignment, please discuss your expected alternative due date with the instructor. Although there are exceptions for truly unusual circumstances (**rare**), the following is applicable:
  o Any assignment that is submitted after the due date will automatically be marked down the equivalent of 15% of the maximum potential grade for the assignment.
  o Thereafter, for every day the assignment continues to be past due an additional 15% will be deducted. No assignment will be accepted for review and a grade after the end of the 3rd day (7:00 p.m.).

**GRADING**

• **Return of Homework and Assignments.** Every effort will be made to return your “homework” with a grade within one week. All homework is guaranteed to be returned, graded, within two weeks, except in extraordinary circumstances.

Grading Summary:

  • Student’s grades are based upon the course components -- class participation, readings, question/problem assignments. Each portion is weighted as follows:

  • **Class Participation (20%)**:
    Students are expected to come to class having read any required material, finished the required assignments and ready to speak on the topic of the day. Students should be participatory in discussions with salient comments, questions and observations. Courtesy to fellow students and respect for their ideas is mandatory in discussions and presentations. Class participation includes active and constructive feedback to fellow students within the format of the short exercises. Missing a class will be counted as 0% participation for that class. More than one absence will require approval from the instructor.

  • **Short Exercises (75%)**
    The following exercises will be assigned throughout the semester:
    • Public Realm Analysis (20%)
    • Transect Analysis (20%)
    • Site Analysis (15%)
    • Built Form Visioning (20%)
- **Book Report (5%)**
  - Read and write a short synopsis (2-4 pages) and personal reaction to one of the following books:
  - “Cradle to Cradle” by William McDonough and Michael Braungart
  - “Suburban Nation” by Andres Duany, Elizabeth Plater-Zyberk, and Jeff Speck
  - “The Death and Life of Great American Cities” by Jane Jacobs
  - “The Old Way of Seeing” by Jonathan Hale
  - “The Geography of Nowhere” by James Kunstler
  - “The Regional City” by Peter Calthorpe and William Fulton
  - “How to See” by George Nelson

**Grading Conversion Scale:**

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100% - 97%</td>
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<tr>
<td>A</td>
<td>96% - 93%</td>
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<tr>
<td>A-</td>
<td>92% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
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<tr>
<td>B</td>
<td>86% - 83%</td>
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<tr>
<td>B-</td>
<td>82% - 80%</td>
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<tr>
<td>C+</td>
<td>79% - 77%</td>
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<tr>
<td>C</td>
<td>76% - 73%</td>
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<tr>
<td>C-</td>
<td>72% - 70%</td>
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<tr>
<td>A</td>
<td>95% - 100%</td>
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- **All Course Components required.**
  No passing grade can be achieved in this course without the completion of all course components.

- **Grade Expectations.** There is no requirement that graduate students earn a B or better in every course and grade inflation is strongly discouraged; hence it is not advisable to put yourself in a position of only earning a B- or better as only in circumstances of error in arithmetic will adjustments to grades be made as earned. Yes, you do need a 3.0 GPA (B average) to obtain your MRED degree.

**Coaching/Support/Required for Students:**

- If you feel like you are falling behind – or in fact ARE falling behind, you should talk with the instructor as soon as possible. If you need additional support, the Program Director, may arrange individual coaching, if there is a determination that such support is called for.
• Students who are identified by the Instructor as requiring additional coaching to keep up with financial, writing or presentation skills, or who are on academic probation are required to meet with the Director and attendance at additional coaching sessions may be required in order to continue in the program.

**COURSE SCHEDULE:**

The dates, topics, assignments, due dates etc. are detailed in the Course Schedule which is attached or available on ELMS/Canvas once the course begins.

If there is an assignment due at the first class you will hear directly from the instructor at least 1 week in advance.

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>GUEST</th>
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<tbody>
<tr>
<td>Class One</td>
<td>Introduction</td>
<td>Readings: Ching – Chapter 1 &amp; 7</td>
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<td>Session 1:</td>
<td>Assignment 1: Figure Ground Infill</td>
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<td>Introduction – Course</td>
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<td>Overview</td>
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<td>Session 2:</td>
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<td>Language of Design</td>
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<td>Session 1:</td>
<td>“History of Cities and City Planning&quot;</td>
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<td></td>
<td>Determinants of Urban Form</td>
<td>Assignment 1: Due</td>
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<td>Session 2:</td>
<td>Assignment 2: Public Realm Analysis.</td>
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<td></td>
<td>The Dimension of Urban Design – Great Streets</td>
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<td></td>
<td>Assignment instruction review.</td>
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<td>Session 1:</td>
<td>Urban Design: Street and Square: Chapters 4 &amp; 5.</td>
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<td>The Dimension of Urban Design – Overview of Public Space Typologies.</td>
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| Class Four | **Field Trip**  
**Dupont Circle Tour**  
Saturday 9:00am – 11:40am  
Meet in front of Whole Foods Grocery on P street between 14th and 15th.  
Make-up tour Saturday September 28th | **Readings:**  
“Public Places – Urban Spaces” Chapter 3 |
|---|---|
| Class Five | **The Transect**  
**Session 1:**  
Transect Presentation Video  
**Session 2:**  
Assignment instruction review | **Readings:**  
“Public Places – Urban Spaces” Chapter 4  
Building Communities Across the Rural to Urban Transect”  
“Transect Applied to Regional Plans”  
**Assignment 2 Due**  
**Assignment 3: Urban Transect Analysis.** |
| Class Six | **The Transect**  
**Session 1:**  
Transect Presentation  
**Session 2:**  
Student Presentations  
Review of “Public Places – Urban Spaces” Chapter 4 | **Readings:**  
“Public Places – Urban Spaces” Chapter 5 |
| Class Seven | **Design Strategies**  
**Session 1:**  
Zeitgeist vs. Genus Loci  
Style Based Design Challenges | **Readings:**  
“Public Places – Urban Spaces” Chapter 6  
“The Old Way of Seeing” Chapters 1-4. |
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<tr>
<td><strong>Class Eight</strong></td>
<td><strong>Field Trip</strong></td>
<td><strong>Readings:</strong></td>
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<tr>
<td><strong>Saturday</strong></td>
<td><strong>King Farm:</strong> Saturday 9:00am – 11:40am</td>
<td>“Public Places – Urban Spaces” Chapter 7</td>
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<td>Meet in at Town Square at corner of King Farm Blvd. and Pleasant Drive. Make-up tour Saturday</td>
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<td><strong>Class Nine</strong></td>
<td><strong>Determinants of Built Form</strong></td>
<td><strong>Readings:</strong></td>
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<td><strong>Session 1:</strong> Building Codes</td>
<td>“Public Places – Urban Spaces” Chapter 8</td>
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<td><strong>Session 2:</strong> Site Analysis</td>
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<td>Assignment instruction review</td>
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<td><strong>Class Ten</strong></td>
<td><strong>Accommodating the Car</strong></td>
<td><strong>Readings:</strong></td>
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<td><strong>Session 1:</strong> Traffic Engineering and “Contextual Streets”</td>
<td>“Public Places – Urban Spaces” Chapter 9</td>
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<td><strong>Session 2:</strong> Student Presentations</td>
<td>“Modeling the Roadside Walking Environment: A Pedestrian Level of Service”</td>
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<td>Review of “Public Places – Urban Spaces” Chapter 7 and 8.</td>
<td>“Street Tree Effect and Driver Safety”</td>
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<td>Assignment instruction review</td>
<td>“The Parking Garage – Design and Evolution of a Modern Urban Form” Pages 215-247</td>
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<td><strong>Class Eleven</strong></td>
<td><strong>Regulating Uses and their Impact on Design</strong></td>
<td><strong>Readings:</strong></td>
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<td><strong>Session 1:</strong> Form Based codes</td>
<td>“Form Based Code: A Cure for the Cancer Called Euclidean Zoning?”</td>
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<td><strong>Session 2:</strong> Review of “Public Places – Urban Spaces” Chapter 9</td>
<td>“Form Based Codes: Implementing Smart Growth”</td>
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<td>Assignment instruction review</td>
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<tr>
<td><strong>Erwin Andres</strong></td>
<td><strong>Erik Aulestia</strong></td>
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| Class Twelve | Typology: Retail  
Session 1: Place Making with Retail Development  
Session 2: Review of “Public Places – Urban Spaces” Chapter 10  
Student Presentations | Readings:  
“Public Places – Urban Spaces” Chapter 10  
Assignment 4 Due.  
Assignment 5: Built Form Visioning | Brian O’Looney |
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<td>November 18:</td>
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| Class Thirteen | Typology: Urban Infill  
Session 1: Design Process in an Urban Context (Bill Bonstra)  
Session 2: Review of “Public Places – Urban Spaces” Chapter 11 | Readings:  
“Public Places – Urban Spaces” Chapter 11  
“Ten Principles for Developing Successful Town Centers”.  
“Place Making: Developing Town Centers, Main Streets and Urban Villages” p. 56-128, 214-265. | Bill Bonstra |
| | | | |
| Class Fourteen | Typology: New Towns  
Session 1: New Towns: Past to Present  
Session 2: Review of “Public Places – Urban Spaces” Chapter 12 and 13  
Student Presentations | Readings:  
“Public Places – Urban Spaces” Chapter 13  
“Getting to Smart Growth I and II”  
“Rosemary Beach” p. 15-39. | |
| | | | |
| Class Fifteen | Course conclusion | | |
| December 9: |   |   |