

ESUA program,

Draft for a proposed course in Urban Design

Subject type:

Course name:

Urbanism Worldwide

Aim

Technical development nowadays puts urban development literacy under the fingertips of everyone – to understand, analyze and formulate changes and improvements. In Urbanism Worldwide students take a guided design tour around the globe – learning about global urbanism, bringing their places of habitation into a dynamic global synergy and testing urbanism worldwide in the context of **[the city where the course is offered]**.

. The pedagogy of Urbanism Worldwide aims at developing the student's capacity to comprehend and address the complex and multi-layered fabric of the contemporary city and the system of forces that continuously reconfigure it, and how to intervene through effective and sensitive proposals, taking into account the historicity and cultural context.

Objectives

Being the first course in the ESUA program in A&U, it relies heavily on students' own capacity and knowledge – in both design and presentation skills. The mix of international students is imperative for an approach of global urban understanding and to form the base of activities in which “The world comes to **[the city where the course is offered]** and local students introduces the world to **[the city where the course is offered]**”

The objective is also to offer a dynamic update of the state of urban reality today, based on the students own experience and (if applicable) previous studies in architecture and urbanism as well as staff's expertise and joint work in studio modules. Finally, the course will via literature seminars, through understanding, critique, and discussion of key readings, advance a framework within in which urban design is integrated into the realm of global urbanism.

After completing the course the student will be able to:

- To use the Google Earth and SketchUp software in a comprehensive way.
- Give formal and personal presentations of an urgent urban problem or solution that they have formulated.
- Build a common knowledge base pool and share global urban experiences and personal insights within the studio modules and various groups.

- Start working with experimental design proposals in complicated settings – and make “performance based” evaluations of other students work.
- Make students acquainted with the main traits of urban patterns, situations and conflicts in the world today.
- Give students systemic work based knowledge of a number of areas of **[the city where the course is offered]**.

Syllabus

In the course, students of **[the city where the course is offered]** will act as guides, lecturers, “explainers” and “wayfinders” for international students – thus improving their communicative and pedagogic skills. Students from abroad will have the responsibility to explore, explain and challenge the present “state of the art” of urban design in **[the city where the course is offered]**. The course and the staff will engage the student in the understanding of contemporary global urbanism of cities and how this new and informed knowledge of looking at the city may advance more effective and sensitive design interventions.

The course is built around five **studio modules (S1-S5)**, intercepted with lectures on international urban city trends, study visits connected to selected project areas and the students individual lectures on a chosen subject or project.

S1 - My Google Earth Home Town: A guided tour around the globe, using Google Earth software. In small workgroups, students make presentations in real-time of a home town or a place based on personal experiences (Short documentation).

S2 – My Favourite Space: An individual assignment, in which students pick a specific urban place in the world that tells a specific story, challenges present practices or could work as a reference object for future urban design. Students collect information on the selected place with a short motivation on why the place is of special interest. NOTE: selected places do not necessary have to be “good” or “desired” places, it is just as important to collect places that are troublesome or with a low level of attractiveness, liveability, security, sustainability etc. Presentations are collected in a “My (Favourite) Space Document”, with descriptions and drawings in the same scale.

S3 – Sketch It Up! An individual assignment, in which students start to use SketchUp software. Under guidance of experienced teachers, the favourite places are presented in 3 dimensional models, including landscaping and context. Places are converted to computer object according to specific instructions.

S4 - Paste It! A group assignment, in which “Favourite Spaces” are pasted and structurally and conceptually adapted to a number of selected areas in **[the city where the course is offered]**. Each group functions as an Urban Planning Office or an Urban Development Corporation – with the task to investigate the selected areas and test the hypothetical performance of the introduction of an assemblage of conflicting and “unthinkable” objects and functions.

S5 – Check It Up! Presentations are followed by students analyzing and evaluating the performance of fellow students’ proposals. The idea of “performance based design” in introduced from the beginning of the program – with the focus on user

appreciation and user needs. The focus is NOT on how design proposals relate to international architectural trends and present design concepts.

S6 – Not finalised. Design exercise...

S7 – Not finalised. Design exercise...

S8 – Not finalised. Design exercise...

Prerequisites

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Requirements

Individual presentation (1p), Individual project work (1p) group work (3 p)

Required reading

- CD Compendium of student's presentations.
- Earthcam: Watching the World from Orbit by Terry Hope, David & Charles Publishers 2006
- Cities of the World: World Regional Urban Development by Stanley Brunn, Jack Williams and Donald Zeigler, Rowman & Littlefield publishers, 2003.

Following the ESUA Knowledge profile, the course follows the four steps in the PIOF-model (Preparation / Input / Output / Feed Back). Stressing the importance of feed back on students proposals the stresses the importance of analysing the results of the urban design exercises.

1	2	3	4
PREPARATION	INPUT	OUTPUT	FEED BACK
General knowledge	Specific knowledge	Proposal text and/or design	Analysis of proposal or design
Readings on general subjects such as economy, ecology, social etc	Understanding a problem	Designing a place	Analyzing an urban design proposal with text, pictures, diagrams, lecture
Readings on problems tied to places	Understanding a place	Writing a program, an analysis, a critique	Analyzing an urban program or text with text, pictures, diagrams, lecture

Sketch for Day-Today curriculum

S 1	Intro, lectures, literature welcome requirements	My Google Earth Home Town, exercise	Urbanism Worldwide, lecture and film session	Intro to SketchUp software, lecture on urbanism	Lecture on the city of the course, SketchUp, basic tools
S 2	Context sensitive development, Exercise	Intro to My Favourite Space, Exercise	SketchUp How to use 3 dimensional modelling,	Prepare My Favourite Space, Lecture	Presentation of My Favourite Space,
S 3	Intro to Sketch It Up! General lecture	Visit to different places for Paste It!, Exercise	How to use maps/photos, in SketchUp software, Exercise	Prepare Sketch It Up presentation, Exercise	Presentation of Sketch It Up!
S 4	Intro to Paste It! Analysis of places for exercise	Group work with Paste It! Lecture	Group work, with Paste It! Exercise	Presentation of Paste It! proposals for students, teachers	Presentation of Paste It! for external audience
S 5	Introduction to Check It Up! Performance based design	Lecture and example on analysing an urban context,	Testing the other students proposals, Exercise	Presentation of analyzes of other students proposals	Summary, lessons drawn from Check It Up!
S6	Design Exercise				
S7	Design Exercise				
S8	Design Exercise				