

LA 8741 Metropolitan Design Workshop, 2006

Academic Health Center Precinct Planning

Short Assignment 1: Urban Expedition

Due: Jan 25

This assignment is intended to capture your first impressions of the study area, and for the instructors to learn about your individual interests and skills. Students will visit the AHC area (East Bank, Riverside, St. Paul), record their overall observations, and identify potential topics for in-depth investigation during the semester.

Sign up for a time to visit the place. We would like to capture as many different times of the day and week as possible. If you are uncomfortable going out by yourself, you may sign up for a time with another person. However, each student must record their own observations and complete their assignment individually. Also, no more than two students will be allowed to sign up for any single time slot.

In future exercises, some of your in-depth investigations may spring directly from your observations in this assignment, so focus on issues you think are significant and are interested in pursuing.

Materials

Map

Notebook or sketchbook

Camera (optional).

Dress appropriately for the weather

Procedure

- Stay at least 2 hours.
- First, walk the area and familiarize yourself with overall patterns of streets, blocks and buildings. Record your impressions on the area map.
- Choose at least one location to stay and observe for 30 minutes to see patterns that occur over time.
- Record your impressions in both words and sketches. The attached worksheet may be useful to get you started. The emphasis should be on insight, not artistic technique.
- You may take photographs or develop detailed sketches for use in the assignment and in the future, but you must also record your observations of the place manually.

Questions to consider when observing

- Where are people?
- What seems to work well?
- Do there seem to be problem areas?
- How do physical elements seem to help or hinder people's experience of the AHC area?
- How is the area different than your preconceptions?

After your site visit, summarize your observations on the provided worksheet.

What are three things that need help in this place?

We will compile these in class.

Site Visit Signup

	Thursday 1/19	Friday 1/20	Saturday 1/21	Sunday 1/22	Monday 1/23	Tuesday 1/24
Morning 6 AM-12 PM						
Afternoon 12 PM-6 PM						
Evening 6 PM-12 AM						
Overnight 12 AM-6 AM						

LA 8741: Site Visit Notes

Name:


Time of day:

Weather:

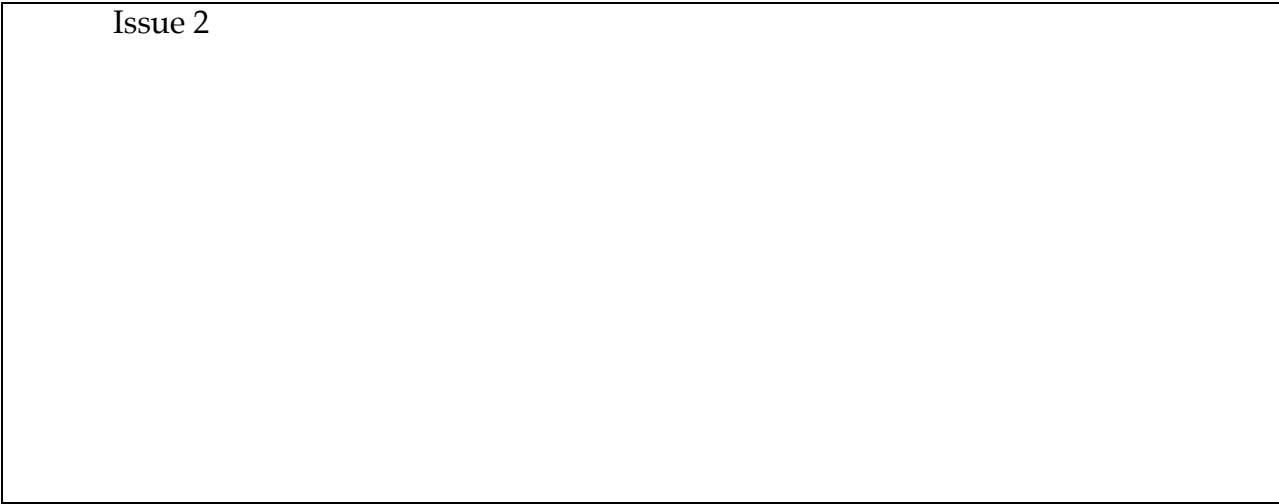
Comments, sketches/photographs:
(Use additional pages as necessary.)

Summary Site Visit Observations (Sketch, Write, Diagram)
Urban Expedition

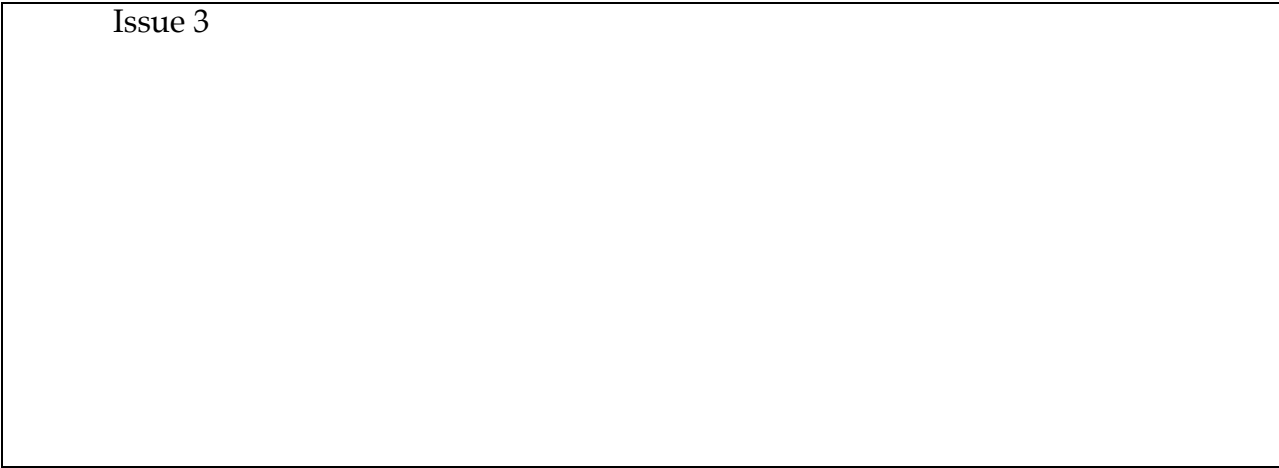
Issue 1



Issue 2



Issue 3



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Short Assignment 2: Precedents
Due: February 1

Each student, or possibly pair of students, will be allocated a precedent area to study. These include other academic health centers, pedestrian oriented environments, and riverside environments. The list of areas will be finalized in class but may involve:

- Dartmouth's medical facilities
- Harvard Medical School campus
- Northwestern University health campus
- UCLA health facilities

For each area students will find

- Basic area and square footage
- Map or aerial photo to scale
- Ground level images of the environment
- An assessment/ critique of its:
 - Pedestrian orientation
 - Links to surrounding communities
 - Other important features

Bring this to class on 2-4 11*17 inch sheets, or twice that many 8.5*11 inch sheets--it doesn't need really fancy formatting.

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Short Assignment 3: Cooperative Reading
Due: February 8

Each student will be assigned a key reading. Each student will individually create a 2 page written synopsis of their reading, and will draw out the implications for the study site in up to an additional page. The synopses will be placed in a common binder for use by all.

In class, the readings will be discussed to uncover common themes and key differences.

As is noted in the Syllabus, the readings are:

- Alexander et al. 1977. *A Pattern Language: Towns, Buildings, Construction*. New York : Oxford University Press
- Cooper Marcus, Clare and Carolyn Francis. 1998. *People Places: Design Guidelines for Urban Open Space*. New York : Van Nostrand Reinhold.
- Gehl, Jan. 1987. *Life Between Buildings: Using Public Space*. New York: Van Nostrand Reinhold.
- Hayden, Dolores. 1995. *The Power of Place*. Cambridge, Massachusetts: MIT Press, Jacobs, Allan. 1993. *Great Streets*. Cambridge: MIT Press.
- Jacobs, Jane. 1961. *Death and Life of Great American Cities*. Part One: The Peculiar Nature of Cities.
- Lynch, Kevin. 1984. *Good City Form*. Cambridge: MIT Press, 1984. Chapters 2, 8, 11, 15: What is the Form of a City, and How Is It Made?; Sense; Control; and Urban Textures and Networks.
- Moudon, Anne Vernez, ed. 1987. *Public Streets for Public Use*. New York: Van Nostrand Reinhold.
- Seattle, City of. 1996. *Making Streets that Work*. Seattle: City of Seattle.
- Whyte, William. 1988. *City: Rediscovering the Center*. New York: Doubleday.
- Zeeger, Charles. 1998. *Design and Safety of Pedestrian Facilities*. Washington DC; Institute of Traffic Engineers.

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Short Assignment 4: Cooperative data collection

Due: February 15

Students will be assigned a key data source either individually or in pairs. They will also be assigned a key person to interview or meeting to attend. Students will compile a packet or CD of relevant data and create a memorandum outlining how they found it, exact sources, and its potential relevance. It is very useful, though not always possible, for you to copy the source documents. Where at all possible students need to create two copies—one to archive with the faculty and one to share with other students. The data will be presented in class.

Data will be collected to be relevant to preparing the following types of analyses:

- Formal qualities (figure ground analysis, measured drawings, precedent studies, historical analyses)
- Time (historical analysis, methods of examining the use of space through time, issues of memory)
- Social/cultural concerns (demographic analyses and the basic use of census data, qualitative methods for understanding social and cultural character),
- Ecological issues (ecological site assessment, regional analyses, site history)
- Economic values (costs and benefits, fiscal impacts, economic development issues)
- Government and community goals (approaches to democratic process, methods in citizen participation, methods of public opinion gathering)
- Land use (differences between plans for the area and zoning, issues of housing and transportation)
- Implementation (political and institutional analyses, fiscal analyses and development pro formas).

Note that we already have:

- Digital orthophotos, parcel, and ownership maps from the City of Minneapolis and the University of Minnesota
- Copies of relevant reports about the AHC

Data to be collected can include:

1. Sanborn and other historical maps showing development of both human and natural features; Location: Borchert Map Library; The Minneapolis Collection at the Minneapolis Public Library; Collect maps that can show the development of the area as figure grounds
2. Historical photographs of the area through the 1970s at least; Sources: Minnesota Historical Society, Hennepin Historical Society, Municipal Information Library, Personal Interviews, University of Minnesota
3. Census data at the block, block group, and tract level from SF1 and SF3, placed into an excel spreadsheet with clean headers; data on population, housing, ethnicity; income; commuting; etc; Sources: www.census.gov American Factfinder; Resource: Forsyth 2003b.
4. Safety Audit of the area, i.e. an assessment of the night-time lighting and general safety of the area (2 people); Resource: METRAC Guide; available crime statistics, University of Minnesota Police department.
5. Newspaper and magazine search from the last 5 years on the AHC area focusing any of the community groups in the area (West Bank Community Coalition, Prospect Park),
6. Inventory of all businesses and nonprofit organizations in the area including those serving the university, ethnic groups, faith organization etc.; Location web site of the city and

business guide for yahoo.com as well as visual survey. Create a small directory via cut and paste or at least a guide to others' directories.

7. Assess the transportation system in the area; Location: Overlay Metro Transit bus maps (paper or GIS) with University and other shuttle routes. Iso, daily traffic levels or transportation studies.
8. Inventory open and green space, soils, vegetation (land cover); Parks and recreation, urban forestry . Coordinate with historical teams.
9. Inventory past planning and design processes. Sources: Earlier planning reports; interviews with key players (see Ann and Katie for a list).

People and meetings:

- To be assigned in class.

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Short Assignment 5: Big vision and report outline
Due: March 1

Report groups will create a:

- Big vision concept diagram (one sheet, maximum 11x17)
- Big vision key points (one page maximum, 11x17)
- Outline of the report (one-three pages, 8.5x11)

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Short Assignment 6: Report contents and style sheet (as group)
Due: March 8

Requirements:

- A refined table of contents.
- A *style sheet and report layout* that will deal with issues of design and consistency. The style sheet will deal with issues such as section numbering, heading fonts and cases, capitalizing unusual words, references to tables and figures, numbering tables and figures, paragraph style (e.g. indented, block).

The draft report layout will go beyond this to look at page layout in areas such as font, columns, headers and footers, borders for figures and tables, and so on. To do this you will want to look at other reports.

All reports must be reproducible in **black and white**. This is because it is incredibly expensive to reproduce more than one or two copies in color. While it is OK to have say one or two copies in with a handful of color images for the main client; it is useful to have reports that make more of an impact than one or two copies can make. Designing the report layout as if you will have color often makes them hard to read in black and white. Take care!

Use a style manual like Turabian (1987, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press) and perhaps a grammar book to be in agreement upon issues like comma placement.

We do have some preferences:

Within the sections or chapters of reports you will probably need to use a number of subheadings. These should follow a clear and sensible hierarchy and you should check that they are clear and sensible by writing them out in one list and then critically evaluating them. A legal numbering system is very clear (e.g., 1.1, 1.2, 1.2.1...), however any other clear and orderly system is acceptable.

You should use the *parenthetical reference/reference list* style of citation. In this you refer to the source in the text using an author-date-page system, for example, (Krizek 1994, 3). You then list the *full* details for the source alphabetically by author's name in a reference list at the end of the report. Other formats tend to get lost in pagemaker. This list will not only include books and articles, but also reports, interviews and archives. It is a large part of your evidence, and should be clearly set out so that others can find things easily.

All quotes quoted directly should include the page number in the citation, for example, (Pitt 1994, 3). Also cite with a page number all ideas not quoted directly but coming from a specific part of a document. *Only when you refer very generally to an entire work should you merely cite the author and date*, for example, (Solomonson 1987).

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Short Assignment 7: Press release (as group)
Due: April 26

The entire class will develop a press release. Examples are on the University of Minnesota web site and will be distributed in class. We can use class time to do this.