INTRODUCTION

The class will provide an overview of the professional practice of urban design within public, private, domestic and international contexts. We will explore the mechanics of practice and how theories are made reality. A series of guest speakers will visit the class and share their experiences and perspectives on practice. Students will be active participants as well, preparing and presenting materials for the class.

LEARNING OUTCOMES

The following learning outcomes are anticipated:

Communication skills

Students will be able to work individually or in groups to effectively and efficiently convey ideas using verbal, visual and graphic communication techniques appropriate for a wide variety of professional, academic and layperson audiences.

Specifically, students will be able to:

A. Prepare and present organized, professional, engaging confident and compelling verbal presentations that explain complex ideas and concepts to a wide variety of audiences.

B. Construct a well-organized, legible, coherent and convincingly laid out visual presentation that explains complex ideas and concepts in an efficient and effective manner.

C. Act as a respectful member of groups or teams, considering multiple viewpoints and strategies.

Professional expertise

Students will be able to defend the role of the urban designer in the built environment professions and evaluate the various methods and practices employed in the design field.

Specifically, students will be able to:
A. Assess personal and professional predispositions to reflectively participate in a discourse on the motivations, intents and effects of urban design intervention.

B. Critically develop and apply ethical frameworks to appropriately respond to culturally, socially and economically diverse conditions.

C. Demonstrate an understanding of urban designers’ legal responsibilities with respect to professional standards for public health, safety, welfare and other factors affecting design, construction and practice.

D. Demonstrate an awareness of the basic principles of office organization, the different methods of project delivery, the corresponding forms of service contracts and the evolving legal context to render competent and responsible professional services.

Substantive knowledge

Students will develop a critical understanding of the histories, theories and practices of urban design and its role in shaping both built environments and societal relations.

Specifically, students will be able to:

A. Identify the social, economic and political forces that shape the built environment.

B. Analyze and discuss in written, visual and oral form relationships between regulations and built form.

C. Identify the history and contemporary view of urban design as a professional pursuit.

D. Demonstrate an understanding of the conventions, standards and applications pertaining to the production of design plans.
CLASS SCHEDULE

THEME: THE PROFESSION

Week 1: 8/23/16

Defining the profession in a rapidly changing world

- What is urban design
- Evolution of urban design as a practice
- Rapidly urbanizing towns and cities
- What are the problems to be solved
- Who are the practitioners - Architects, planners, landscape architects
- Private sector
- Public sector
- Hot spots – where is urban design in demand
- Overview of selected practitioners

Class Discussion: Contemporary topics and theories in Urban Design – The class will share thoughts on the prevailing theories and issues in city building today. Topics will cover a broad range including discussion of approaches to retrofitting suburbia, Vancouverism, landscape urbanism, health and wellness, net zero cities, placemaking, smart cities and more. This discussion will serve as the introduction to the final class project.

Assignment A1 – Research one urban design firm, consultant, advocacy or government department and prepare a brief outline of the services it provides, clients, and notable, significant plans or actions it has taken. Come prepared to next class to provide a brief (5 minute) presentation of your selected urban design practice. (Due 8/30)

Week 2: 8/30/16

Professional life

- Understanding the politics of urban design
- Importance of relationships
- Continuing education
- Professional associations
- Accreditations
- Professional associations – ULI, CNU, AIA, ASLA, APA
- Accreditations – RLA, RA, AICP, LEED

Guest Speakers: Anna Jones, Lead of NDCC (TBC) – Discussion of career path, choices and professional life of an accomplished urban designer;
Rich Von Lahrte, RNL, Senior Principal;
Jordan Block, Associate.

Class Discussion: Submit A1 / Presentations by students of Assignment A1
Assignment A2 – Research one career path you as an urban designer might take, and write a one page description of the job, skills that you will need and where you might find a position that suits your goals. (Due 9/8)

THEME: THE PRACTICE
Week 3: 9/6/16

Practice development

Develop understanding of a design and planning business, the various types of office structures, private and public sector emphasis.

- Independent
- Sole discipline
- Multi discipline
- Strategic alliances

Office Visits (RNL and a public sector office TBD - Tour of office and discussion with staff members (Meet at RNL lobby, 1050 17th Street, Suite A200)

THEME: THE PRACTICE
Week 4: 9/13/16

The nature of our service

- Understanding what we are selling
- Leveraging the value of our service

Guest Speakers: Anna Jones, Lead of NDCC;
Todd Wenskoski, CCD/NDCC;
Matt Shawaker, RNL;
Laura Aldrete, Matrix Design Group

Focus spotlight on Denver development scene – overview of projects in Denver metro area that are reshaping the city and discussion of the challenges in making visions a reality. Who are the players and what is the value being created – civic, public realm, financial, environmental. Who benefits?

- Union Station
- Riverfront Park
- Brighton Boulevard
- Broadway Station
- St. Anthony’s
- National Western Complex
- DenverRight
- LRT, BRT, Commuter Rail lines

Class Discussion: Submit A2, roundtable conversation regarding each student’s findings in preparing A2;
Theory and Practice - Overview of Final Project: Due at end of semester; exploration of theory and practice. How are theories made real through practice? Describe the theory or approach to particular issues, explore how these theories are being implemented and by what disciplines. Explore how policy, physical plans or media are utilized. The final project will be submitted as a digital file and be presented to the class in a 15 minute presentation.

THEME: THE PRACTICE
Week 5: 9/20/16

Operations – firm financials, project management, and quality assurance

- Managing our time
- Getting paid for what we do
- Investing where it matters
- Tools of project management
- Measuring content against time and financials
- Tools of project management

Guest Speakers: Deana Swetlik, Entelechy (TBD)

Class Discussion: Discuss progress on final project topic.

THEME: THE PRACTICE
Week 6: 9/27/16

Marketing and public relations

- Doing great work is the best form of marketing
- Developing and maintaining relationships
- Competitions and publication
- The RFQ/RFP process

THEME: THE PRACTICE
Week 7: 10/04/16

The RFP/RFQ Process

- Outlining a process
- Project Approach
- Scope of Work
- Team Organization

Assignment A3: Working in teams of up to three, prepare a response to an RFQ. The RFQ will require a multi-disciplinary team, and each team member should represent a particular service or expertise. The proposal should be a minimum 5 pages in length and include your approach to the project and introduction of your team. We will develop the scope of work in later class assignments. Due 10/18
Client relations

- Public sector/private sector
- Building trust
- We are a service industry

Guest Speaker: A Client’s Perspective - Working with Teams in Implementing Projects

Private Sector – Dan Cohen, McWhinney Development, urban infill/TOD (TBD)

Public Sector – Kelly Lied, City and County Denver – Urban redevelopment (TBD)

The guest panel members will describe their experiences with development projects and working with consultants. They will share insights on how their development goals, what they consider when hiring and partnering with a consultant, and leading a multi-disciplinary team.

The Master Plan Process – Politics, Funding and Market Realities

- Project Vision, Market Dynamics, Funding

Guest Speakers: Matt Shawaker, RNL
Cameron Bergeron, ERG – St. Anthony’s Redevelopment

Matt and Cameron will discuss the St. Anthony’s Redevelopment project in the Denver metro area and the struggles involved in implementing a vision while navigating community opposition, funding issues and market realities.

Class Discussion: Submit A3, present the approach in class. Discuss preparation of a detailed scope of work based on a specific approach.

Assignment A4 - Scope of Work and Organizational Chart: You were selected for the project based on your approach. Prepare an outline scope of work for the project, outlining each task and the sequencing of the work. (Due 10/25)

Technologies, Design process and Collaboration

- Staying ahead of the curve
• Training and development
• The value of specialization
• What and when to outsource
  ▪ Collaboration
  ▪ Work flow
  ▪ Charrettes

Guest Speaker: Michael Griffith, RNL
What are the technologies we utilize in urban design practice? GIS, infographics, animations, 3D modeling – when and how do we use these, in what phase of the process?

Class Discussion: Submit A4, discuss the interview process

Assignment A5 - Interviews: Your team has been shortlisted for the project. Come to next class prepared to interview with the selection committee. Provide a presentation (no more than 10 minutes) and be prepared to answer questions from the selection panel. (Due 11/01)

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THEME: THE PROJECT
Week 11: 11/01/16

Internal Communications – efficiency, collaboration, management
▪ Measuring content against time and financials Communication tools
▪ Creating and managing teams
▪ Internal and external relationships
▪ Prime or sub roles and responsibilities

Class Discussion: Interviews (assignment A5) with invited panel

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THEME: THE PROJECT
Week 12: 11/8/16

External Communications - Public outreach and stakeholder engagement
▪ Working in the public environment
▪ Forms of outreach (is it process or outcomes?)
▪ Managing a crowd
▪ Social networking

Guest Speaker: Anne Kuechenmeister, Michael Baker International, public engagement specialist

Class Discussion: Check in on major project
THEME: THE PROJECT

Week 13: 11/15/16

International practice

- How to approach international work
- How to get the work
- Negotiating and managing contracts
- Ethical practices in a cultural context

Guest Speaker: TBD – Design Workshop (China/Eastern Europe), Steve Brooks - Oz Architecture (Africa) TBC, Elizabeta Stachisin Moura, RNL (China), Andrew Irvine (Middle East)

Fall Break 11/22/16

THEME: THE PROJECT

Week 14: 11/29/16

The legacy of our work, part 1

- Sustainability
- Healthy communities
- Happiness

Class Discussion: Theory and Practice presentations, Part 1

THEME: THE PROJECT

Week 15: 12/6/16

The legacy of our work, part 2

- Sustainability
- Healthy communities
- Happiness

Class Discussion: Theory and Practice presentations, Part 2
RESOURCES:


CLASS POLICIES

Student Conduct

University of Colorado Denver policies for student conduct can be referenced at:

http://catalog.ucdenver.edu/content.php?catoid=16&navoid=3369#Conduct

Academic Honor Code and Discipline Policies

A university’s reputation is built on a standing tradition of excellence and scholastic integrity. As members of the University of Colorado Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work at the university. Academic dishonesty is academic in nature, and students are encouraged to contact their academic advisor for details of how policies and procedures differ from one college to another. Forms of Academic Dishonesty

Students are expected to know, understand and comply with the ethical standards of the university. Academic dishonesty is defined as a student’s use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student’s work in meeting course and degree requirements. Examples of academic dishonesty include, but are not limited to the following:

- Plagiarism
- Cheating
- Fabrication and Falsification
- Multiple Submissions
- Misuse of Academic Materials
- Complicity in Academic Dishonesty

(Excerpted from UCD Code of Conduct, http://catalog.ucdenver.edu/content.php?catoid=16&navoid=3369#Conduct. For more information, please visit the website)

Discrimination

The University of Colorado Denver adheres to Title IX.
Disabilities
If you require accommodation due to a disability, please submit a letter from Disability Services to instructors Irvine or Locke.

Safety and Risk Management
Policies exist for the safety of our academic community and a list of hazardous materials is posted in all studios.

Accommodation for Religious Observances
Campus policy regarding religious observances requires instructors to work with individuals on a case-by-case basis to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please notify the instructor in a timely manner so that accommodations can be arranged.