

## **SURP-818 PHYSICAL PLANNING**

Thursdays 6:00-9:00 pm

Location: MC E230

Instructor: Ajay Agarwal (agarwala@queensu.ca)

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### **Introduction**

This course introduces skills and techniques of observing, interpreting, and analyzing the built environment and conceptualizing physical planning solutions for development. The course also offers written and graphic communication and representation tools.

The underlying approach of the course is to provide students with a grounded, hands-on, physical planning experience through individual and group assignments. The assignments are designed to help students recognize and appreciate how various elements of physical planning – location, vehicular and pedestrian access, land uses, density and intensity, landscape, open spaces, parking, etc. – perform. The course readings emphasize the tools and methods for analyzing the built environment, the qualities of a well-designed public realm, design strategies for successful place making, and physical strategies for urban revitalization. Classes will be a combination of lecture, discussion, student presentations, and studio sessions. A preliminary required reading list is mentioned below.

### **Grading**

Assignment 1	20%
Assignment 2	30%
Assignment 3	50%

### **Required Readings**

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1. Jacobs, A. (1985) *Looking at Cities*. Cambridge: Harvard University Press, “Starting to Look,” pp. 1-13; and “Clues.” pp. 30-83.
2. Jane, J. (1961) “The Uses of Sidewalks: Contact” Reprinted in Larice M. and E. MacDonald (2007) *The Urban Design Reader* New York: Routledge, pp. 80-92.
3. Lynch, K. (1981) *The Image of The City*, Cambridge: MIT Press, Chapter III “The City Image and its Elements,” pp. 46-90.
4. Lozano E (2012) “Density in Communities...” in MacDonald, E. and M. Larice (eds.) (2012) *The Urban Design Reader*, 2<sup>nd</sup> edition. Routledge
5. Laplante, J. and B. McCann (2008) “Complete Streets: We Can Get There from Here” *ITE Journal*, 78(5), pp. 24-28
6. Garvin, A. (1995) *The American City: What Works, What Doesn't*, New York: McGraw-Hill, Chapter 2, “Ingredients of success” pp 9-28.

### **Useful References**

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1. Lynch, K. and G. Hack (1984) *Site Planning (3rd Edition)*. The MIT Press
2. McHarg, I. (1995) *Design with Nature*. New York: John Wiley & Sons, Inc.
3. MacDonald, E. and M. Larice (eds.) (2012) *The Urban Design Reader*, 2<sup>nd</sup> edition. Routledge
4. Steiner, F. and K. Butler (2007). *Planning and Urban Design Standards*. American Planning Association, J. Wiley & Sons, Inc.

## TENTATIVE SCHEDULE

<b>Session 1</b> <b>Sep 8</b>	INTRODUCTION Tutorial on drawing to scale <b>Discuss Assignment 1 instructions</b>
<b>Session 2</b> <b>Sep 15</b>	OBSERVING PLACES 1. Jacobs, A. (1985) Discussion about systematic site observation as a research method <b>Discuss Assignment 2 instructions</b> In-class video: The Social Life of Small Public Spaces
<b>Session 3</b> <b>Sep 22</b>	SURP classes cancelled to accommodate OPPI Conference <b>Assignment 1 due.</b> Please submit a hard copy before leaving for the conference
<b>Session 4</b> <b>Sep 29</b>	MAKING SENSE OF PLACE 2. Jacobs J. (1961) 3. Lynch K. (1981) Discussion based on the day's readings Tutorial on figure-ground drawings
<b>Session 5</b> <b>Oct 6</b>	SUSTAINABLE DEVELOPMENT Guest Lecture by Dr. Graham Whitelaw, Queen's University <b>Assignment 2 due.</b> Discuss Assignment 3 instructions
<b>Session 6</b> <b>Monday</b> <b>Oct 17</b>	SITE PLANNING Lecture on site planning process Tutorial on drawing in 3 dimensions
<b>Session 7</b> <b>Oct 20</b>	PUBLIC SPACES 4. Hampton et al (2015) Discussion about qualities of good public spaces In-class exercise on SWOC Analysis
<b>Session 8</b> <b>Oct 27</b>	Guest Lecture: Sonya Bolton, MCIP, RPP, Manager of Community Planning and Economic Development, County of Frontenac Tutorial on drawing conceptual plans <b>Assignment 3 A due on Monday, October 31</b>
<b>Nov 3</b>	<b>Class cancelled</b>
<b>Session 9</b> <b>Nov 10</b>	PLACEMAKING Guest Lecture: Jennifer Wood, MCIP RPP, Associate Planner, Fotenn Planning + Design

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In-class video: Street Design  
**Assignment 3 B Conceptual Plan due**

<b>Session 10</b> <b>Nov 17</b>	WHAT WORKS WHAT DOESN'T 5. Garvin, A (1995) Discussion about essential qualities of a successful physical plan Guest lecture: Chris Wicke MCIP RPP, Senior Planner, City of Kingston Opportunity for feedback on proposals
<b>Session 11</b> <b>Nov 24</b>	CONTEMPORARY TRENDS IN PHYSICAL PLANNING New Urbanism, Transit Oriented Development, Complete Streets Opportunity for feedback on proposals
<b>Session 12</b> <b>Dec 1</b>	Final Proposal Presentations
<b>Dec 18</b>	<b>Final report due. Submit a hard copy to Kristina before 4:00 pm.</b>

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### Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities)

<http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their products conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the course instructor. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions that contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades to the failure of a course to a requirement to withdraw from the university.

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Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Student Wellness Centre and register as early as possible. Students with physical and learning disabilities must also contact the course instructor as soon as possible in order for accommodations/modifications for course expectations to be made (where necessary).

Sometimes we face unexpected personal obstacles, and so at any point, should you experience any complications due to health, illness or personal circumstances that may impede your learning in this course, please consult with the various support services available at Queen's and talk in confidence with the course instructor for assistance with referrals. If you require counselling support please contact the [Counselling Services](https://www.queensu.ca/studentwellness/counselling-services) directly at 613-533-6000 ext. 78264, Monday to Friday, 8:30 am to 5:00 pm (<https://www.queensu.ca/studentwellness/counselling-services>).