

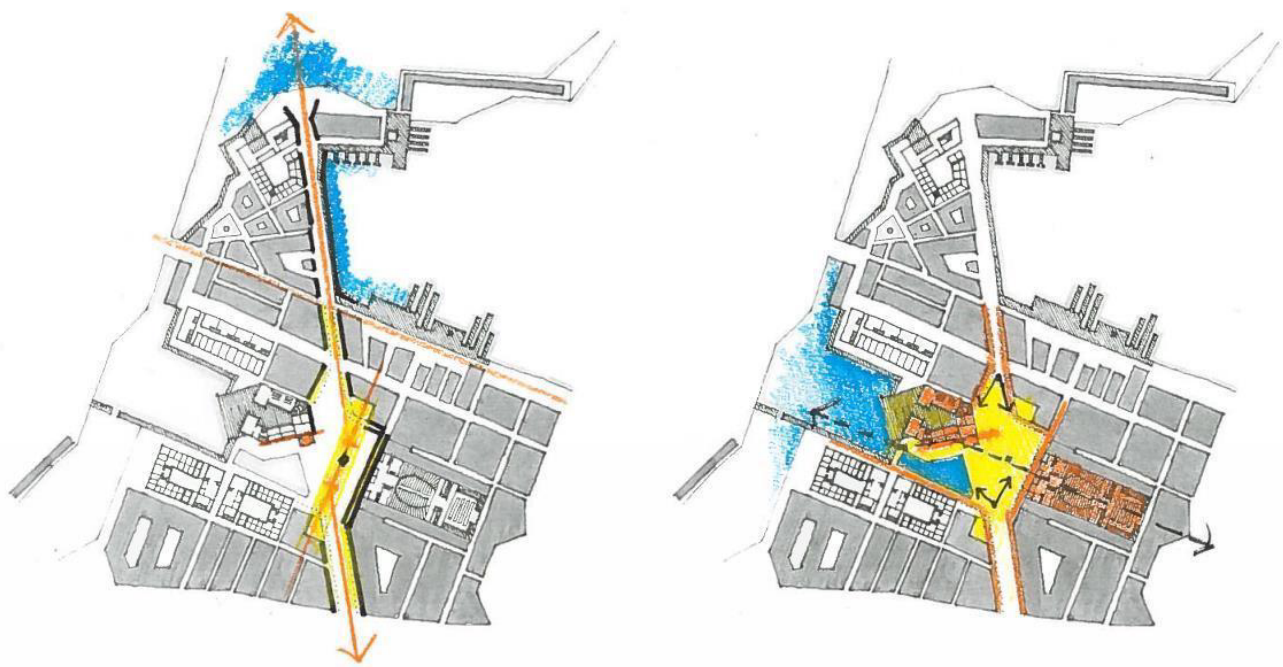
Project B, part 1

Finding "Center"

Abstract:

How can one determine the "center" of a neighborhood cluster? Objectively, communities have definable outer extents, which act as dividers or unifiers: railroad tracks, a prominent plaza or intersection, a shift in use patterns or density. Wherever boundaries exist, a center arises to anchor these boundaries. As we have read in *The Image of the City*, the kit-of-parts which make up our cities (**path, edge, district, node, landmark**) help us to determine the general shape and character of our neighborhoods.

There are also more innate, subjective qualities that define what belonging to a community really means. The concept of "place" is central to the identity of a community's culture. Just because a neighborhood boundary may exist on a map, that does not mean it divides two distinct community groups. As we have learned, the city's image is an overlay of many perspectives, experiences and people - and everyone's idea of "center" could be vastly different.



Plaza Diagram, 2015, Ken Filler

ARCP 503-01 Course Syllabus

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Primary Resources:

The Image of the City, Kevin Lynch

The City Image and its Elements, Pages 46-90

Terms: path, edge, district, node, landmark

Considerations:

Continue working with the sites from Project A. However, the **site should no longer be the “center” of your diagrams**. Investigate the neighborhoods around the site, diagramming the edges, paths, nodes, districts and landmarks associated with the area generally within a 1 mile radius. Consider the terms from *A Pattern Language* (listed above) and graphically represent the centers of these communities: places where people may gather for a public forum, transit nodes, primary landmarks, places of distinct use pattern or density, places of historical significance, etc.

There should be at least a few secondary center's that you discover during your process, but in the end the goal is to graphically represent the primary center of your neighborhood cluster in a layered comprehensive diagram which summarizes your findings.

Deliverables:

Process/Sketch Diagrams (3-5)

Comprehensive Plan Diagram (1)

Formatted to 11x17, scaled to include 1 mile radius

Narrative (250 words)

Summarizing findings and process. Use terms from readings. Submit as pdf.

Diagrams are to include multiple layers of data points based on student research. Presented in either physical (hand-drawn) or digital format.

Project B, part 1 will constitute 10% of the final grade for the course.

Due 09/21, in class presentation.

Part 2 of Project B to follow.

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