

INTRODUCTION TO URBAN PLANNING

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overview

This serves as the foundation course for students in the Master's in Urban Planning program. It is designed to offer a broad overview of the structure and process of contemporary planning practice in the United States, and critical ways of thinking about cities and modes of intervention. Timely writings by professional planners, along with theoretical frameworks and critiques from scholars in adjacent fields of study that have shaped the urban planning discourse and profession will be examined, allowing for critical engagement with prominent urban issues of today. Through lectures, discussions, readings and out of class assignments, both in groups and individually, students will consider the structure of planning, competing frameworks of planning and methods and strategies commonly used by practitioners. Topics of discussion are arranged thematically and include: **policy analysis**, **comprehensive** and **participatory** planning, **planning ethics**, **transportation** planning, **environmental** planning, **preservation** planning, **land-use and zoning**, **housing**, and **urban design**, from **local**, **national** and **global** perspectives.



learning objectives

- + familiarize students with relevant literature, both historical and contemporary, on the principles and practices of planning at the local, regional, national and global levels and in different functional areas;
- + learn about models of planning interventions, and consider their appropriateness under different circumstances, and implications for outcomes;
- + become familiar with important planning issues of the day, including the global dimensions of planning;
- + understand concretely what professional planners do and problems they confront through readings, discussion and class assignments;
- + build students' research, oral, presentation and written skills;
- + critically evaluate a set of readings through class discussion and written work.

format, attendance & participation

Classes will be a mixture of lectures (including guests), discussions and student led presentations. Students assume responsibility for their own learning by preparing for class, completing required readings, participating in class discussions, and completing assignments on time. Attendance is mandatory. Students who miss more than three classes will be forced to drop or fail. Three late arrivals equals one absence. All students will lead discussions by presenting readings, as assigned.

assignments

reading reflections

It is crucial to the quality of class discussions that you stay current with the readings. To facilitate this, each of you will be required to write your reactions to the readings EACH WEEK during the semester. You are responsible for posting these thoughts on blackboard by **Midnight the Sunday BEFORE CLASS**. You may skip two of the weeks. Use these strategically.

Such thoughts can be written in a conversational tone. Think about the following questions to help you frame a response:

- + what surprised you in this reading & why?
- + to what extent do you agree/disagree with the authors' main point & why?
- + what are the most important take-aways ?
- + how do the readings compare (similarities vs. differences)?

Each student must each write their reflections about at least two readings per week but come prepared to discuss all the readings in class. Students should also be prepared to reiterate the main points of each article when called upon in class. Students are also encouraged to respond to each other's reflections on Blackboard.

group presentations

Each student will work in assigned groups to deliver one group presentations on assigned topics (approximately 30 minutes). Grades are assigned to the entire group.

planner profile

The purpose of this assignment is to enhance your understanding of the planning practice by analyzing in detail what an individual planner does in a specific planning project and in her/his general practice. This is an opportunity to examine how planners work independently and collaboratively. The approximately 10-page double space written report should include the following:

- + summary description of the work performed by the planner, focusing on at least one specific project;
- + summary description of the institutional context (structure of agency, organization, or firm; the planner's relationship to management and clients; to community-based, civic and professional organizations; to political leaders);
- + analysis of the wider political and economic context in which the planner operates (e.g., is there an election pending? how strong is the local or national economy & to what extent does this impact what your planner does?);
- + skills the planner uses and skills he/she would like to have;
- + issues and problems the planner encounters including ethical questions;
- + your overall evaluation of the role of the planner (you must develop an opinion here that assesses both strengths & weaknesses of this role).

DUE DATE: A physical copy must be submitted to the instructor *in class* on **APRIL 25th**.

planning issue brief and individual presentation

Students will research and write a report (approximately 20 double-spaced typewritten pages) on a planning or policy issue related to a planning subfield. Topics must be approved by the instructor. At the end of the semester, students will offer a powerpoint presentation of their research findings. Students will follow the rational analytic policy model in structuring their research, presentation, and final report. This includes these components:

- + *Problem statement:* background on the specific planning issue/problem and its political/institutional context (including key stakeholders) that also incorporates the concepts from Stone and her polis model;
- + *Alternative solutions:* potential planning/policy solutions to the problem/issue;
- + *Criteria:* for selecting the "best" solution;
- + *Analysis:* of alternative solutions;
- + *Choice:* of the best solution based on analysis.

DUE DATE: This must be submitted via blackboard on **May 23rd by Midnight**.

**Written assignments must be submitted to the instructor on the instructed due date. In special circumstances, such as illness or family emergency, students can negotiate a later submission deadline by contacting the instructor before the deadline. If an emergency situation prevents you from completing an assignment on time, please make every effort to notify me as early as possible. Late submissions without adequate advance explanation may result in no grade or a reduced grade.

grading

Students work will be evaluated based on the following formula:

attendance, reading reflections & class discussion	20 percent	200 points	A+	975-1,000 points
group presentation	10 percent	100	A	925-974
planner profile paper	20 percent	200	A-	900-924
planning issue presentation	10 percent	100	B+	875-899
planning issue report	40 percent	400	B	825-874
total	100%	1000 points	B-	800-824
			C+	775-799
			C	700-774
			F	0-699

university policies

University policies and procedures will be followed to address issues related to accommodation for disabilities, religious observations, dealing with discriminatory conduct, sexual harassment and other related matters. In general, if you need special accommodation to meet any of the requirements of this course, you must see me.

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

readings

The majority of the readings can be found in PDF form on blackboard; the rest are online with links below.

overview of course schedule

Date	Session	Topics
January 31	1	Introductions and course overview
February 7	2	What is planning?
February 14	3	The planning process— rational planning
February 21	4	The planning process—the polis model ☞
February 28	5	Public participation: race, class & gender ☞
March 7	6	Comprehensive and land-use planning (Planner interviewee name due) ☞
March 14	7	Transportation planning (<i>guest lecture</i>)
March 21	8	Environmental planning ☞
March 28	9	Preservation planning (Problem Statement due) ☞
April 4	10	Urban Design (<i>guest lecture</i>)
April 25	11	Housing and community development (Planner Profile due) ☞
May 2	12	Planning ethics (<i>guest lecture</i>)
May 9	13	Student presentations
May 16	14	Student presentations
May 23	15	NO CLASS; Final due date for planning briefs

☞ classes that students will present in groups

course schedule

SESSION 1: INTRODUCTIONS AND COURSE OVERVIEW (January 31)

SESSION 2: WHAT IS PLANNING? (February 7)

Readings:

- Collignon, F.C. 2009. Why communities plan. *Local Planning: Contemporary Principles & Practice*, Eds: Gary Hack, Eugenie Birch, Paul Sedway & Mitchell Silver (International City/County Management Association).
- Garvin, Alexander. 2009. Planners as Leaders. *Local Planning: Contemporary Principles & Practice*, Eds: Gary Hack, Eugenie Birch, Paul Sedway & Mitchell Silver (International City/County Management Association).
- Friedmann, J. 1987. *Planning in the Public Domain: From Knowledge to Action* (Princeton University Press), Chapter 1: The Terrain of Planning Theory.
- Davidoff, P. 2007. Advocacy and pluralism in planning. *The City Reader* (4th Ed.), R.T. Gates & F.Stout, eds. (Routledge).
- Jacobs, J. 1961. *The Death and Life of Great American Cities*, Ch. 1: Introduction (NY: Random House).

recommended readings:

- Healey, P. 2006. *Collaborative Planning* (Palgrave MacMillan), 2nd edition, Chapter 1: Traditions of Planning Thought.
- Friedmann, J. 1987. *Planning in the Public Domain: From Knowledge to Action* (Princeton University Press), Chapter 2: Two Centuries of Planning Theory: An Overview.
- (Burden, A. 2006. Jacobs, Moses & Urban Planning Today, *Gotham Gazette*: <http://www.gothamgazette.com/index.php/state/3402-jane-jacobs-robert-moses-and-city-planning-today>)
- Angotti, T. 2007. Doctoroff's Legacy, *Gotham Gazette*.
<http://www.gothamgazette.com/index.php/development/3741-daniel-doctoroffs-legacy>

SESSION 3: THE PLANNING PROCESS, RATIONAL PLANNING & ADVOCACY (February 14)

Readings:

- Patton, C, & Sawicki, D. *Basic Methods of Policy Analysis and Planning*. Chapter1: The Need for Simple Methods of Policy Analysis and Planning.
- Collignon, F.C. 2009. The planning process. *Local Planning: Contemporary Principles & Practice*, Eds: Gary Hack, Eugenie Birch, Paul Sedway & Mitchell Silver (International City/County Management Association).
- Bardach, E. 2008. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 3rd Edition (CQ Press). Skim entire book.

recommended readings:

Hoch, C. 1994. *What Planners Do: Power, Politics, and Persuasion* (Chicago: Planners Press, APA).
Healey, P. 2006. *Collaborative Planning* (Palgrave MacMillan), 2nd edition, Chapter 2: An Institutional Approach to Spatial Change and Environmental Planning.

SESSION 4: THE PLANNING PROCESS—THE POLIS MODEL (February 21)

Readings:

Stone, D. 2001. *The Policy Paradox*, 3rd Edition (W.W. Norton & Co.)
Introduction, Ch. 6: Symbols, Ch. 7: Numbers, Ch. 8 Causes, & Ch. 10 Decisions.

SESSION 5: PUBLIC PARTICIPATION: RACE, CLASS & GENDER (February 28)

Readings:

Wise, T. 2013. White Privilege, Racism, White Denial and The Cost of Inequality, <https://www.youtube.com/watch?v=9AMY2Bvxuuc>.
Innes, J.E. & Booher, D.E. 2004. Reframing Public Participation: Strategies for the 21st Century. *Planning Theory & Practice*, 5:4, 419-436.
Banfield, E. 1990. *The Unheavenly City Revisited*. Chapter 4. Race: *Thinking May Make it so*.
Buraydi, M. *Cities and the Politics of Difference*. Chapter 1: Cities and the Diversity Agenda in Planning.

recommended readings:

Arnstein, S. 2007. A ladder of citizen participation. *The City Reader* (4th Ed.), R.T. Gates & F.Stout, eds. (Routledge).

SESSION 6: COMPREHENSIVE AND LAND USE PLANNING (March 7)

Readings:

Local Planning: Gary Hack, Eugenie Birch, Paul Sedway & Mitchell, Eds. (2009). *Local Planning: Contemporary Principles & Practice*.
International City/County Management Association.
Godschalk, D.R., Planning and the community context.
Schwab, A.K. & Brower, D.J., Serving two masters: The legal context of planning.
Mandelker, D.R., Zoning codes: form and function.
Salkin, P.E., The authority to plan.
Zukin, S. *Naked City: The Life and Death of Authentic Urban Places*. Ch.4: Union Square and the Paradox of Public Space.

recommended readings:

T. Angotti. 2008. *New York for Sale: Community Planning Confronts Global Real Estate* (The MIT Press), Ch. 2: The real estate capital of the world

Local Planning:

Sedway, P.H., Transforming policy into reality.
Landis, J.D. & Pendall, R., From zoning to smart growth.
Berg, A., & Smith, T.P., Chicago's zoning reform.
Green Book: Charles Hoch, Linda Dalton and Frank So, Eds. (2000). *The Practice of Local Government Planning* (Third Edition. International City/County Management Association.
Ch. 7-Development planning;
Ch. 14-Zoning and subdivision regulations.

SESSION 7: TRANSPORTATION PLANNING (March 14)

Readings:

Local Planning:
Handy, S. Twelve ideas for improving mobility.
Appleyard, B.S., Pedestrian & bicycle planning.

recommended readings:

Green Book:
Ch. 9-Transportation planning.

SESSION 8: ENVIRONMENTAL PLANNING (March 21)

Readings:

McDonough, W. Braungart, M. *Cradle to Cradle: Remaking the Way we make things*. Ch4. *Waste Equals Food*.
Wheeler, S. *Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities*. Ch. 6 *Tools for Sustainability Planning*.
Quinn, Daniel. *ISHMAEL: An Adventure of the Mind and Spirit*. 1992. Skim entire book.

Local Planning:

Susskind, L., The environment and environmentalism.
Beatley, T., Planning for global climate change.

recommended readings:

Green Book:
Ch. 8-Environmental policy.

Campbell, S. 2003. Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. Readings in Planning Theory (2nd ed.), S.Campbell & S.S.Fainstein, eds. (Blackwell).
Finn, D. & McCormick, L. 2011 (April). Urban Climate Change Plans: How Holistic. Local Environment, 16:4, 397-416.

SESSION 9: PRESERVATION PLANNING (March 28)

Conway, H., Roenisch, R. *Understanding Architecture: An introduction to architecture and architectural history*. 2nd. Ed. Ch 3. Architectural History.

Watson, E. AICP. *Preservation Planning comes of Age*. APA, October 2016 ed. P.32-36.

Tyler, N. et al. Historic Preservation: An Introduction to Its History, Principles and Practice. 2nd ed. Ch. 9: *Preservation Planning*.

Federal Historic Preservation Laws: National Center for Cultural Resources. Part 2. National Historic Preservation Act:

https://www.nps.gov/parkhistory/online_books/fhpl/contents.htm.

Zukin, S. Naked City: The Death and Life of Authentic Urban Spaces: Ch. 1 *The City that Lost its Soul*.

SESSION 10: URBAN DESIGN (April 4)

Readings:

Whyte, W.H., *The design of spaces* (1988), *The City Reader* (4th Ed.), R.T. Gates & F.Stout, eds. (Routledge) 2007.

Case readings—Hunter's community spaces.

Project for Public Spaces: What makes a successful place? (<http://www.pps.org/placemaking/articles/placemaking-tools/>):

What is place making?

What makes a successful place?

Eleven principles for creating great community places

The power of 10

The origin of the power of 10

Additional Readings:

Green Book:

Ch. 13-Urban design.

SESSION 11: HOUSING AND COMMUNITY DEVELOPMENT (April 25)

Readings:

Local Planning:

Bratt, R.G., Promoting housing affordability.

Sagalyn, L.B., Real estate and the local planning context.

Brophy, P.C., CDCs and neighborhood intervention.

Furman Center. (2015). State of New York City's Housing and Neighborhoods, Section 1: Focus on Gentrification (SKIM FOR FUN) but focus on Section 2: Citywide Analysis, at: <http://furmancenter.org/research/sonychan>.

recommended readings:

A Right to Housing, R. Bratt, M.E. Stone & C.Hartman, eds., 2006 (Temple),

Ch. 11-Social Ownership.

K. Chapple. 2012. Ch. 24: The evolving role of community economic development in planning, in *The Oxford Handbook of Urban Planning*, R.

Weber & R. Crane, Eds. (Oxford University Press).

Green Book:

Ch. 10-Housing planning and policy.

Ch. 11-Community development.

Ch. 12-Economic development.

SESSION 12: PLANNING ETHICS (May 2)

Readings:

American Planning Association: AICP code of Ethics and Professional Conduct (<https://www.planning.org/ethics/>)

Barret, C. Introduction to Ethics. *Everyday Ethics for Practicing Planners*

Farmer, P. 2009. Planning ethics. *Local Planning: Contemporary Principles & Practice*, Eds: Gary Hack, Eugenie Birch, Paul Sedway & Mitchell Silver (International City/County Management Association).

Lucy, W. 2003. APA's Ethical Principles Include Simplistic Planning Theories. Readings in Planning Theory (2nd ed.), S.Campbell & S.S.Fainstein, eds. (Blackwell).