

23 PLAN 151-001 Introduction to Urban Planning Autumn 2009 M-W 4:00-5:20 pm

School of Planning
 College of Design, Architecture, Art and Planning
 University of Cincinnati

Instructor: Ron Miller, FAICP
 Classroom: 3210 Campus Recreation Center (MainStreet classrooms)
 Office: 3210 Campus Recreation Center
 Office Hours: Monday and Wednesday after 5:30 pm by appointment
 E-mail: ron.miller@uc.edu
 Phone: 513-556-4943 (leave message with DAAP office)

T. Assistant:
 E-mail:

Course Description

In the future we want clean air to breath and water to drink, uncontaminated food to eat, and safe and affordable neighborhoods to live in. We want quality schools, universities, libraries, museums and parks, and well-paying and meaningful jobs to which it takes little time to commute. We want accessible parks, greenspace and other recreation, and convenient access to health care, cultural resources and shopping. If our wants are to become realities we must plan for the future.

In urban areas the need for planning is especially important because of the many competing interests and the many people that are affected. The discipline of urban planning seeks to provide a process for contemplating the future of urban communities, and initiating actions for accomplishing desired goals. This course will *introduce* that process to urban planning and urban studies majors, as well as others interested in the future of urban communities. It is not intended to train you to be an expert in any of the topic areas. Other courses provide more in-depth instruction. A four-part approach will be used to provide the essential foundations necessary for understanding the approaches to U.S. urban planning at the beginning of the 21st century. The first part provides background on urbanization and the history of U.S. planning. The second part examines the structure and practice of contemporary urban planning. The third part provides insight to each of the major component fields that make up contemporary urban planning. The fourth part concludes the course with an examination of some of the larger questions facing planning.

Class time will be devoted to class discussions, small group conversations, collaborative interactive activities, lectures, guest lectures (as available), peer instruction, and reflective writing. There are no specific prerequisites for this course. Changes to this syllabus may occur; however, sufficient notice will be provided to students. Each class will typically consist of:

1. Sharing and discussion of current planning challenges related to text
2. Text Summary—providing context for completed readings and subsequent class discussion
3. Small group conversations and presentations
4. One-minute paper

Course Objectives

It has been said that the best and most effective planners are those with good peripheral vision—those who not only have mastered the technical side of planning, but also understand the relationship between planning issues and the major forces in the society around them. This course provides for the development of that peripheral vision. The objectives of this course are to provide students with:

- 1) an understanding of the historical, social, economic, environmental, political, and legal context in which urban planning has emerged and developed
- 2) an understanding of the fundamental processes of urban planning
- 3) an understanding of the professional roles and specializations of urban planners
- 4) an ability to discuss pertinent community planning issues and policies in an educated manner
- 5) an ability to create essential questions to assuring meaningful learning
- 6) an ability to work cooperatively in a group
- 7) an ability to identify relationships between planning issues and major forces in our society
- 8) an ability to engage in reflective thinking and writing necessary to enter the practice of urban planning and related fields.

The course provides a framework to *guide* you in learning, while you take responsibility to learn the material and monitor your own progress. By providing key information, we build a foundation for continued learning in the field of urban planning and related disciplines. It is not necessary for you to grasp everything at once from the classroom presentation alone, for many ideas require time and effort for understanding. And most of that can take place only outside of the classroom—especially research sparked by your individual curiosity and desire to apply what you have learned to relevant situations. Learning on your own is an underlying premise of college education. You should be willing to invest at least two hours outside the classroom for each hour of class.

Course Readings

There is one required text for this class:

- Levy, John M., *Contemporary Urban Planning, Eighth Edition*, Upper Saddle River, NJ: Prentice-Hall, 2008. (or newer edition)

There is one recommended text for this class:

- Jennifer Evans-Cowley, editor, *Guide to Planning in Ohio*, Ohio Planning Conference, 2007

Additional recommended reading: planetizen.com; cyburbia.org; planning.org/news; Planning Magazine; local newspapers

Contemporary Urban Planning is available for purchase at the UC bookstore but you will be able to find it on www.amazon.com, www.half.com, www.textbooks.com, or elsewhere. Please note that we will use the 8th edition. There are older editions of this book available; however, you will be responsible for the content of this edition. The 8th edition is on reserve at the DAAP library. A few copies of *The Guide to Planning in Ohio* may be available at the UC bookstore, or can be ordered at: <http://209.235.212.195/pdf/orderform.pdf>. It is also on reserve at the DAAP library. This book provides an understanding of the principals of planning as practiced in Ohio neighborhoods, communities and regions today.

Additional readings may be assigned and posted on Blackboard for each class. You must have read the material before coming to class. Having “read the material,” however, is not as simple as it sounds. For each assigned reading, you should take notes, try to find the strengths and weaknesses in the work, think of

questions that the author has not addressed, and come ready to discuss the reading. For any speaker, you should peruse their website or other pertinent information prior to their presentation and come ready to ask thoughtful questions and participate in the conversation.

Your learning experience will also be greatly enriched by your daily review of newspaper and website stories on current planning challenges and progress. The practice of relating classroom learning and planning theory to current events is important to implement now and throughout your career.

Course Requirements

1. Participation in this class requires: completion of the assigned readings before each class; preparation of a short reflective dialogue memo related to the assigned readings, to be submitted (uploaded to Blackboard / Assignments) prior to 9:00 a.m. on the day of each class; and, informed discussion of the issues during each class.
2. A series of three short (15 minute) quizzes will be given (see course schedule). Each quiz will be closed book and consist of 10 multiple choice questions covering the general topics from assigned readings and class discussion.

The purpose of the quizzes is to more effectively “implant” the course material in your memory, as well as to motivate students to pay attention in class and carefully read the assigned material before class. Research shows that students who are quizzed are likely to retain memory of material over a longer period.

Students may partially make-up one missed quiz by submitting a 3-5 page report summarizing the material covered by the missed quiz. Reports will receive up to 85% credit toward the quiz, based on the completeness of the material covered. Quizzes missed beyond one will receive a zero grade.

4. An experiential (out-of-classroom) field project (in trios) involving attendance at a meeting of an appointed or elected body as it deliberates planning issues, as well as interviews of planning professionals and group conference with the instructor, will be summarized in a report.
5. An open-book cumulative one-hour final exam will be held on a day and time determined by the Registrar.

Disabilities and Special Needs Accommodation

Please register with the UC Office of Disability Services if you require accommodations for access to, and/or participation in, this course. Inform your instructor of required accommodations before the class begins.

Course Evaluation

GRADING		
Grades for this class will be based on the following work:		Final grades will be assigned based on the following scale:
36 points	18 brief memos (reflective writing) (and related attendance and participation) <i>Maximum 2 points per memo</i>	A 95.00 - 100.00 points total A- 90.00 - 94.99 points total B+ 85.00 - 89.99 points total B 80.00 - 84.99 points total B- 75.00 - 79.99 points total C+ 70.00 - 74.99 points total C 65.00 - 69.99 points total C- 60.00 - 64.99 points total D+ 55.00 - 59.99 points total D 50.00 - 54.99 points total F below 49.99 points total
15 points	3 quizzes (Maximum 5 points each)	
24 points	Group Projects (Field and In-Class)	
25 points	Final Exam	
100 points	Total	

Grading Standards for Assignments:

Reflective Dialogue Memos (maximum 2 points per memo)

- 0.5 points for electronic submittal on-time AND attendance/discussion at class (must be uploaded to Blackboard /Assignments prior to 9:00 a.m. on the day of each class and paper copy submitted at end of class)
- 0.5 points for compliance with all writing standards (as defined in syllabus)
- 1.0 point for content

Course Attendance Policy

As indicated previously in the Course Objectives, it is the intent of this course that students understand the relationship between planning issues written about in your textbook and the major forces in the society around them. This will be accomplished, in part, through class conversations that link material in the textbook to the work and experience of guest speakers and urban planning-related issues taking place on a daily basis in Clifton, Cincinnati, Hamilton County, the greater Cincinnati region, and beyond. Students must be present in class to fully benefit from these discussions, as the class notes of other students are unlikely to completely capture the nuance of lessons to be learned. Consequently, the class conversations are an essential part of the structure of this course, and it is important that students attend all class sessions. Please do not arrive late for class and do not use laptops, PDAs, cell phones, pagers, MP3 players, etc. during class. Laptop use generally interferes with full participation and learning in this class; if you need to use your laptop during class, please obtain approval prior to the start of class.

Brief Memos (Reflective Writing)

Writing is important! This course aims to help students develop reflective thinking and writing skills they will find necessary to enter the practice of urban planning and related fields. A professional one page memo must be submitted (uploaded to Blackboard) prior to the beginning of each class; reflecting on the questions below (see required format) as they pertain to the assigned readings for each class. Memos are not required at the first class or on exam days). Each of the 18 memos will essentially be a staff report

(executive summary) as if you had just attended a seminar or read an article or book and are now sharing your insights and thoughts (a personal reflection) on what you have learned—as expected by many employers (also an important personal practice for effective learning). Memos may be selected to be read during the class to help start discussion and may also be selected for posting on Blackboard. A paper copy of your memo may be exchanged with peers for in-class discussion and will be submitted at the end of class to certify attendance. Therefore, bring a paper copy of your memo to each class. You should present your work professionally and on time, as if you are handing it in to your supervisor in your first planning job. While failure to do so will not get you fired, it will reduce your grade.

Writing Standards:

- Word-processed in memo format (see below)
- 100 to 300 words
- Double spaced on one page
- Minimum 1.0 inch margins all around
- Minimum 11 pt. font using a Times New Roman or other similar serif font
- Proper grammar, syntax and spelling (clear and effective writing is expected)
- **Must be uploaded to Blackboard (at Assignments) prior to 9:00 a.m. on the day of each class** (note: also bring a paper copy to class for discussion and submittal at the end of class)

Required Format:

Memo

To: All Class Participants (Intro to Urban Planning)

From: Enter your name

Date: Enter the date submitted

Re: Enter your specific topic on the first line
Enter the relevant chapter on the second line (e.g., Contemporary Urban Planning, Chapter 1)

Share your thoughts (100 to 300 words) reflecting on the assigned reading by responding to one of the following questions.

1. What strikes you as most important or significant in this reading, and why do you feel it is important.
2. What idea matters most to you and why does this matter to you?
3. What resonates with you in this reading as you think about your potential future role in community planning, the future of communities, or the future of community planning? Why does this matter to you?
4. What strikes you as surprising, inconsistent, difficult, or troubling? Why?
5. How does the reading relate to something in your own experience? How has your thinking been changed or confirmed by the reading?

Writing Assistance:

The UC Writing Center (a "drop-in" lab) is an important resource for students who wish to improve their writing skills. The trained tutors will assist you in writing and provide feedback in one-on-one sessions. Tutors coach students through their writing processes to help them develop writing, reading, and critical thinking skills. Find out more about the Center at: http://www.uc.edu/cat/tutoring/WC/about_us_2.htm or call 556-1683. The UC Center for Access and Transition also offers free tutoring services for reading

instruction. You can make an appointment with the reading tutor (556-4679) for individual reading assistance, practice, and strategies.

Small Group Discussions

Group discussions will be conducted during class time. Group membership will be assigned. Groups may be required to select a facilitator and a recorder/harvester for the group. After the end of the group discussion the recorder may be required to turn in the most significant finding of the group to the class and instructor. Learning is social--it takes place when students interact with each other.

Reading Journal

Each student is encouraged to maintain a reading journal—a notebook in which you free write for approximately ten minutes after you have completed the reading assignment. Write entries fast so they will not become bogged down in the usual matters of composition, order and phrasing. Write where your imaginations take you. It should be an exercise that frees your imaginative and creative energies. I will periodically collect groups of journals, but will not grade them. Write for your own satisfaction and learning. Your journal reflections should influence, enrich and expedite your Memos.

Questions are important! Try to construct questions in your journal before and after reading. Questions help us construct knowledge and play a crucial role in the process of learning (modifying mental models).

Questions are critical for indexing new information; the more questions we ask, the more ways we can index a thought in memory. Better indexing produces greater flexibility, easier recall, and richer understanding. People learn best when they ask an important question that they care about answering. If they don't care, they will not integrate new knowledge with old (no construction of new mental models). If we are not seeking an answer to anything, we pay little attention to random information. When you learn to ask your own questions, you have laid the foundation for learning.

A great question is thought-provoking and impactful, requires careful and insightful analysis of an issue, and is designed to deepen our understanding of our communities and our profession. Great questions usually have personal meaning and evoke anxiety.

Penalties for Missed Exams or Late Memos

Make-up exams will be allowed only under special circumstances. Oversleeping, getting stuck in traffic, having your car break down, or not feeling well are not special circumstances. No penalty will be assessed for the documented death of a close relative. In all other cases, 15% of possible exam points will be deducted (best possible grade will be 85%). Late memos will not be accepted.

Plagiarism Policy

With the ready availability of “copy and paste” information on the Internet and other sources, plagiarism may pose problems for some students. The Internet is a wonderful resource and should be fully utilized. However, it is critical that full and proper credit is given to the original source of any information used. Consequently, it is expected that all students know what plagiarism is, and avoid it in writing. The UC Student Code of Conduct defines the problem as follows:

- “d. Plagiarism.
- i. Submitting another’s published or unpublished work in whole, in part or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, quotation marks, citations, or bibliographical reference.
 - ii. Submitting as one’s own original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
 - iii. Submitting as one’s own original work material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.”

Source: (<http://www.uc.edu/Trustees/Rules/RuleDetail.asp?ID=184>)

In order to fairly evaluate student work and promote our mission of seeking truth, UC and other institutions of higher education are dedicated to helping students avoid plagiarism and establishing “disciplinary sanctions” (i.e. punishment) for those who do plagiarize. The UC Libraries web site has a page <<http://www.libraries.uc.edu/instruction/students/plagiarism.html>> dedicated to explaining what plagiarism is, and how to avoid it. The UC Student Code of Conduct describes disciplinary sanctions that may be imposed as a consequence of plagiarism as a form of academic misconduct.

Course Schedule and Reading Assignments

SESSION 1

September 23 W

Course Overview and Introduction to Urban Planning

Textbook Readings:

- none

Additional Readings (prior to class):

- complete on-line survey (per email)
- read syllabus
- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about community planning

SESSION 2

September 28 M

Why Plan?

Textbook Readings (prior to class):

- Levy, read Preface and Chap. 1

Additional Readings (prior to class):

- read syllabus again
- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about community planning

SESSION 3

September 30 W

Urbanization of America / “National” Planning (Planning Implications)

Textbook Readings (prior to class):

- Levy, Chap. 2, 17

Additional Readings (prior to class): :

- review per Blackboard (Documents and Assignments)

SESSION 4

October 5 M

History of Planning (municipal, urban renewal, highway, environmental, growth control, economic dev, smart growth, public safety, natural disaster planning)

Textbook Readings (prior to class):

- Levy, Chap. 3, 4

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

SESSION 5

October 7 W

Legal Basis for Planning

Textbook Readings (prior to class):

- Levy, Chap. 5

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

QUIZ # 1

SESSION 6

October 12 M

Planning and Politics

Textbook Readings (prior to class):

- Levy, Chap. 6
- Evans-Cowley, Chap. 2, 12 (optional)

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

SESSION 7

October 14 W

The Comprehensive Plan

Textbook Readings (prior to class):

- Levy, Chap. 8
- Evans-Cowley, Chap. 3, 11 (optional)

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

SESSION 8

October 19 M

Land Use Planning Tools

Textbook Readings (prior to class):

- Levy, Chap. 9
- Evans-Cowley, Chap. 4, 5, 10 (optional)

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

QUIZ # 2

SESSION 9

October 21 W

Social Issues

Textbook Readings (prior to class):

- Levy, Chap. 7

Additional Readings:

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

SESSION 10

October 26 M

Environmental and Energy Planning

Textbook Readings (prior to class):

- Levy, Chap. 15

Additional Readings:

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

SESSION 11

October 28 W

TBA

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about announced topic

SESSION 12

November 2 M

TBA

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)

QUIZ (midterm review)

SESSION 13

November 4 W

Urban Design, Edge Cities and New Urbanism

Textbook Readings (prior to class) :

- Levy, Chap. 10
- Evans-Cowley, Chap. 13 (optional)

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

SESSION 14

November 9 M

Community Development / Housing / Urban Renewal

Textbook Readings (prior to class):

- Levy, Chap. 11

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic
- peruse speaker's website

SUBMIT FIELD PROJECT

SESSION 15 (HOLIDAY)

November 11 W

SESSION 16

November 16 M

Transportation Planning / Metropolitan Planning

Textbook Readings (prior to class):

- Levy, Chap 12, 16

- Evans-Cowley, Chap. 7 (optional)

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

SESSION 17

November 18 W

Economic Development

Textbook Readings (prior to class):

- Levy, Chap 13

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

SESSION 18

November 23 M

Growth Management / Smart Growth / Sustainable Development

Textbook Readings (prior to class):

- Levy, Chap 14
- Evans-Cowley, Chap. 9 (optional)

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

QUIZ # 3

SESSION 19

November 25 W

TBA (review)

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about announced topic

SESSION 20

November 30 M

Relevance of Planning Theory

Textbook Readings (prior to class):

- Levy, Chap 19

Additional Readings (prior to class):

- “Arguments for and Against Planning” Richard E. Klosterman in *Readings in Planning Theory*, 2nd edition, edited by Scott Campbell and Susan S. Fainstein, 2003, pp 86-100.
(<http://www.wou.edu/~khes/geog425/klosterman.pdf>)
- review per Blackboard (Documents and Assignments)

SESSION 21

December 2 W

Planning in Other Nations

Textbook Readings (prior to class):

- Levy, Chap 18

Additional Readings (prior to class):

- review per Blackboard (Documents and Assignments)
- review local newspapers for stories about this topic

SESSION 22

December 7 M ?

FINAL EXAM