

23 PLAN 151-001 Introduction to Urban Planning Autumn 2008 M-W 4:00-5:20 pm

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

Instructor: Ron Miller, FAICP
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Teaching
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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 lectures, guest lectures, class discussions, small group discussions, role playing and videos. 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. Small group discussions related to Educated Questions (5 minutes)
2. Guest presentation—providing context for completed readings and subsequent class discussion (30 minutes)
3. Q and A (10 minutes)
4. Small group discussions related to Reflective Dialogue Memos (5 minutes)
5. Presentation related to text or current planning events (20 minutes)
6. Q and A or small group discussion/reflection: (10 minutes)

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 and environmental 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 use self-reflection and creativity as tools for designing your own learning journey and assuring a meaningful career.

The course provides a framework to *guide* you in learning, while you take responsibility to learn the material and monitor your own progress. 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 two hours outside the classroom for each hour of class.

Course Readings

There are two required texts for this class:

- Levy, John M., *Contemporary Urban Planning, Eighth Edition*, Upper Saddle River, NJ: Prentice-Hall, 2008.
- Jennifer Evans-Cowley, editor, *Guide to Planning in Ohio*, Ohio Planning Conference, 2007

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. *The Guide to Planning in Ohio* is 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.

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 each 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. (Recommended reading: local newspapers; planetizen.com; cyburbia.org; planning.org/news; Planning Magazine, etc.).

Course Requirements

1. Participation in this class requires: completion of the assigned readings before each class; preparation of three educated questions (related to the assigned readings) to be submitted (uploaded to Blackboard / Assignments) prior to the beginning of each class; preparation of a reflective dialogue memo related to the assigned readings, to be submitted (uploaded to

Blackboard / Assignments) prior to the beginning of each class; and, informed discussion of the issues during each class.

2. A series of three short (15 minute) quizzes will be given at the end of class on October 8, October 20 and November 24. 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.

3. An open-book one-hour midterm exam will be held during class on November 3.
4. An open-book one-hour final exam will be held December 10.
5. Attendance at a meeting of an appointed or elected body as it deliberates planning issues may be required.

Disabilities and Special Needs

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss his or her specific needs.

Course Evaluation

GRADING		
Grades for this class will be based on the following work:		Final grades will be assigned based on the following scale:
27 points	Attendance / participation / questions (including 18 reflective dialogue memos) <i>Maximum 1.5 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
9 points	18 question sets (3 questions per set) <i>Maximum 0.5 points per set</i>	
15 points	3 quizzes	
24 points	Midterm exam	
25 points	Final exam	
100 points	Total	

Grading Standards for Assignments:

Reflective Memos (maximum 1.5 points per memo)

- 0.5 points for electronic submittal on-time AND attendance/discussion at class (must be uploaded to Blackboard /Assignments prior to class)
- 0.5 points for compliance with all writing standards (as defined in syllabus)
- 0.5 points for content (as defined in syllabus)

Question Sets (maximum 0.5 points per memo)

- 0.3 points for electronic submittal on-time AND attendance/discussion at class (must be uploaded to Blackboard / Assignments prior to class)
- 0.2 points if "educated" (as defined in syllabus)

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 discussions 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 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 discussions 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 cell phones, pagers, MP3 players, etc. during class.

Reflective Dialogue Memos

Writing is important! 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. Memos may be selected to be read during the class to help start discussion. Memos may also be exchanged with peers for in-class discussion. 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)
- 200 to 300 words
- Double spaced on one page
- Minimum 1.0 inch margins all around
- Minimum 11 pt. font using a Times 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 the beginning of each class** (note: also bring a paper copy to class for discussion)

Required Format:

Memo

To: Ron Miller

From: Enter your name

Date: Enter the date submitted

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

Share your thoughts (200 to 300 words) reflecting on the assigned (or suggested) reading by responding to either of the following questions. Be sure to answer the second part of the question regarding importance to you.

1. What struck you as most important in this reading; what matters most? Why does this matter to you?
2. 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?

Educated Questions / Class Discussions

Class discussions aim to provide an opportunity to debate, reflect on, and learn about planning and policy issues through critically analyzing and discussing the findings and questions related to speaker presentations and assigned readings. During the discussion, your own thoughtful analysis and opinion on the issues raised in the reading will be encouraged. **Each student is expected to construct at least three educated questions for each class discussion.** An educated 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. Questions contribute to attendance/participation evaluation and will be discussed at the beginning of each class. Please bring a copy of your questions to class for reference during discussion. A copy of your questions must also be uploaded to Blackboard (at Assignments) prior to the beginning of class.

Small Group Discussions

Group discussions will be conducted during class time. Group membership will be assigned randomly for each group discussion. Groups may be required to select a spokesperson and a recorder 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 instructor. Then the spokesperson will present the finding to the class. A significant finding is characterized by a careful and insightful analysis of an issue.

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 24 W

Course Overview and Introduction to Urban Planning

Textbook Readings:

- Levy, Preface

Additional Readings:

- Review local newspapers for stories about community planning

SESSION 2

September 29 M

Why Plan?

Conversation with:

DAVID WALTZ, AICP
City Manager, City of Blue Ash

Textbook Readings:

- Levy, Chap. 1

Additional Readings:

- “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>)
- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker’s website

SESSION 3

October 1 W

Urbanization of America

Textbook Readings:

- Levy, Chap. 2, 17

Additional Readings:

- check Blackboard

SESSION 4

October 6 M

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

Conversation with:

SCOTT STILES

Assistant City Manager, City of Cincinnati

Textbook Readings:

- Levy, Chap. 3, 4

Additional Readings: check Blackboard; review local newspapers for stories about this topic; peruse speaker’s website.

SESSION 5

October 8 W

Legal Basis for Planning

Conversation with:

TIM MARA

Attorney

Textbook Readings:

- Levy, Chap. 5

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker’s website

QUIZ # 1

SESSION 6

October 13 M

Planning and Politics

Conversation with:

FRANZ STANSBURY, AICP

Director of Real Estate Development, Uptown Consortium

Textbook Readings:

- Levy, Chap. 6
- Evans-Cowley, Chap. 2, 12

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

SESSION 7

October 15 W

The Comprehensive Plan

Textbook Readings:

- Levy, Chap. 8
- Evans-Cowley, Chap. 3, 11

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

SESSION 8

October 20 M

Land Use Planning Tools

Conversation with:

CHARLES GRAVES, AICP
Planning Director, City of Cincinnati

Textbook Readings:

- Levy, Chap. 9
- Evans-Cowley, Chap. 4, 5, 10

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

QUIZ # 2

SESSION 9

October 22 W

Social Issues

Conversation with:

BARBARA TERRY
Vice President for Community Impact, United Way of G.C.

Conversation with:

JOHN BEGALA
Executive Director, The Center for Community Solutions
(Cleveland, Ohio)

Textbook Readings:

- Levy, Chap. 7

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

SESSION 10

October 27 M

Environmental and Energy Planning

Conversation with:

LAWRENCE FALKIN
Director, Office of Environmental Quality, City of Cincinnati

Textbook Readings:

- Levy, Chap. 15

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

SESSION 11

October 29 W

TBA (review / field trip)

Additional Readings:

- check Blackboard
- review local newspapers for stories about announced topic
- peruse speaker's website

SESSION 12

November 3 M

MID-TERM EXAM

SESSION 13

November 5 W

Urban Design, Edge Cities and New Urbanism

Conversation with:

MICHAEL MOORE

City Architect, City of Cincinnati

Textbook Readings:

- Levy, Chap. 10
- Evans-Cowley, Chap. 13

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

SESSION 14

November 10 M

Community Development / Housing / Urban Renewal

Conversation with:

MICHAEL CERVAY, AICP

Director, Community Development, City of Cincinnati

Textbook Readings:

- Levy, Chap. 11

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

SESSION 15

November 12 W

Transportation Planning / Metropolitan Planning

Conversation with:

MARK POLICINSKY

Executive Director, OKI Regional Council of Governments

Textbook Readings:

- Levy, Chap 12, 16
- Evans-Cowley, Chap. 7

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic

- peruse speaker's website

SESSION 16

November 17 M
Ctr.)

Community Engagement (Classroom: 400 Tangeman University

Conversation with:

PETER BLOCK

Author; Partner, Designed Learning; Founder, A Small Group

Additional Readings:

- check Blackboard
- Peter Block, "Civic Engagement and the Restoration of Community: *Changing the Nature of the Conversation*" (www.asmallgroup.net/pages/images/pages/CES_jan2007.pdf)
- review local newspapers for stories about this topic
- peruse speaker's website

SESSION 17

November 19 W

Economic Development

Conversation with:

HARRY BLANTON, AICP

Vice President, Hamilton County Development Company

Textbook Readings:

- Levy, Chap 13

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

SESSION 18

November 24 M

Growth Management / Smart Growth / Sustainable Development

Conversation with:

GENE KREBS

Co-Director, Greater Ohio

Textbook Readings:

- Levy, Chap 14
- Evans-Cowley, Chap. 9

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

QUIZ # 3

SESSION 19

November 26 W

TBA (review)

Additional Readings:

- check Blackboard
- review local newspapers for stories about announced topic
- peruse speaker's website

SESSION 20

December 1 M

Relevance of Planning Theory

Textbook Readings:

- Levy, Chap 19

Additional Readings:

- check Blackboard

SESSION 21

December 3 W

Planning in Other Nations

Conversation with:

JOEL PUTTERMAN / TIM SCARBOROUGH

Planning and Urban Design Section

Jacobs Advance Planning Group, Atlanta

Textbook Readings:

- Levy, Chap 18

Additional Readings:

- check Blackboard
- review local newspapers for stories about this topic
- peruse speaker's website

SESSION 22

December 10 W

FINAL EXAM