



INTRODUCTION TO URBAN PLANNING

UNIVERSITY of WASHINGTON

Location and Times

TTh 2:30 pm-4:20 pm. SIG 134

Office Hours

Th 1:00pm -2:00pm (Or email for appointment)

Teaching Assistant I

Michelle Yellin

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Office Hours: Tuesday- 12:00pm- 1:00pm

(011 Gould Hall)

Or email for appointment

Instructor

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URBDP 300A @Canvas

Teaching Assistant II

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Course Description and Objectives

This course is intended to help students understand what urban planning activity is, who does it and to offer insight into why and how it is done in the United States¹. The primary objective of the planning profession is to improve the welfare of people and their communities by creating more convenient, equitable, healthful, efficient, and attractive places for present and future generations².

The primary goal of this course is to provide you the basic background of planning, and introduce you to the various aspects of urban planning. By the end of this course, students are expected to become:

1. Familiar with the planning profession
2. Aware of the various approaches to planning analysis and practice
3. Familiar with the various challenges faced by planners in promoting sustainable development

The coursework is designed to help students develop skills in critical inquiry and writing. The course draws on the required textbook, articles from peer-reviewed journals, videos, films, and site visits to introduce students to the eclectic field of urban planning. The field of planning spans multiple aspects of urban living and quality of life considerations. It is impossible to delve into each of these aspects with much detail in an introductory course. Therefore, students interested in pursuing a profession in the field of urban planning are encouraged to explore more

¹ Planning practice is well established in most countries across the world. However, due to the variations in the systems of government, and variations in local laws, it is impossible to cover this wide range of the subject. Therefore, this course restricts the coverage primarily to the U.S context.

² www.planning.org

specialized courses offered by the department of urban design and planning and other departments on campus.

Course Requirements

Class **attendance** and **active participation** are integral parts of this course; much of the key material will be introduced and discussed in class. Good note-taking skills are essential, since the instructor often discusses material and provides examples that may not be directly quoted on the slides. The slides for every lecture will be posted on the course website (*Canvas*) on the day following the lecture. In the case of **guest speakers**, this material **will not be recorded or placed on-line**; therefore, it is imperative that students attend the class.

Assigned **readings** are identified for each class, and should be completed as preparation **before** coming to class. Students are expected to keep track of the schedule and assignment due dates. Teaching Assistants will use *Canvas* to communicate important information updates (such as new articles being added to **Electronic Readings on the Course Website @Canvas**), posting of test grades, etc. Students are advised to check this source (*Canvas*) regularly.

Required Text and Materials

We will use one text for the course, which has been ordered for you at the University Bookstore. This is a required text, and will be read in its entirety.

Levy, John M. Contemporary urban planning (11th edition). Routledge, 2015. (referred to as Levy in this syllabus)

Other reading material not in the required text has been placed in the **Course Documents** folder of the course website (*Canvas*). More articles of interest may be added to *Class Readings* during the semester. These will be announced in class and via *Canvas*. Students are advised to keep up with the assigned readings, as they are the primary source for examination questions.

Grading and Evaluation

The grade distribution for this course is as follows:

- In-class Participation: 20%
- Written Essays (4): 20%
- Mid-Term Examination: 20%
- Final Examination: 20%
- Term Project: 20%

In-Class Participation (20%)

Assessment of student participation will consist of two components: active engagement in class; and short reflection/response submission (think-pair-share). Active listening, including asking questions and providing opinions, is important during class lectures. The assigned readings as well as previous lectures will provide students with a sound basis to be ready to actively engage

the topics with their classmates and instructor. It is also important to always maintain an open and welcoming atmosphere for the exchange of ideas and stimulation of debates in a civil manner, so that the class becomes a safe space that encourages everyone to express their opinion.

Think-Pair-Share: Towards the end of each lecture day, students will be asked to write a short reflection or response to a given topic or question(s) on the paper booklet provided (please write your name and use the same booklet throughout the course). Students will form small groups of 3 to 4 students to discuss their reflections/responses. After that, they will reconvene as a class to relay the ideas/debates that came up in the group discussion. During each group presentation at the end of the quarter, we will have a similar mechanism for engaging with the discussion questions posed by the presenting group.

If you miss a class you will NOT be able to make up participation points, unless the absence has been approved by the instructor a priori.

Written Essays (20%)

You are required to submit four written essays over the duration of this course. You are expected to access the documentary films on which the essays are based through the links provided, and view them on your own (out-of-class). Topics and due dates are provided below:

Essay 1: Detroit | Due by 9pm April 10, 2017 | To be submitted online | Word limit 750-1000 words | Based on documentary *Redefining Dreamland*, available on the canvas website.

Question: Detroit was at the heart of the 20th-century's revolution in industry and labor organization. It now faces many complicated struggles that are being seen around the rest of the country. Based on the documentary "Redefining Dreamland" identify the key challenges being faced by the city, and summarize what is being done to revive this city. What do you think are the two most important policy actions that are necessary to transform Detroit into a vibrant city?

Essay 2: Public spaces and cities | Due by 9pm April 17, 2017 | To be submitted online | Word limit 750-1000 words | Based on documentary *The Social Life of Small Urban Spaces*, available on the canvas website

Question: Can we design cities without designing buildings and public spaces? How can zoning and other design controls improve our public spaces?

Essay 3: Pruitt-Igoe housing project | Due by 9pm April 24, 2017 | To be submitted online | Word limit 750-1000 words | Based on documentary *The Pruitt-Igoe Myth*, available in the library and on Netflix.

Question: Summarize the causes of the failure of Pruitt-Igoe housing project? What are key lessons that can be learned from failure of Pruitt-Igoe with respect to promoting public housing as a viable solution for increasing housing affordability.

Essay 4: Suburbanization | Due by 9pm May 15, 2017 | To be submitted online | Word limit 750-1000 words | Based on documentary *Sprawling from Grace*, available in the library and can also be watched at this website

http://www.snagfilms.com/films/title/sprawling_from_grace

Question: What is the difference between “urbanism” and suburbanism”, and how do the two differ as “ways of life”? What are social consequences of sprawl? What planning policies can be used to control sprawl?

All online assignments are to be submitted by 9pm (PT) on the due date as a *.pdf file on the course website @canvas.uw.edu in the appropriate assignments folders.

Examinations (40%)

- Please purchase standard answer response sheets (purple sheets) available at the bookstore for each of the examinations.
- Please bring your university issued ID card on the day of the examination. Response sheets will only be collected from students with the ID.

Two examinations will be given, which together will comprise 45% of the grade:

1. **Mid-term Examination (20%):** consisting of multiple choice and short answer questions – May 2, 2017 (2:30-4:20 pm SIG 134)
2. **Final Examination (20%):** consisting of multiple choice and short answer questions – Jun 6, 2017 (4:30-6:20 pm in SIG 134)

Group Project (20%)

Seattle Neighborhood Analysis

To demonstrate a comprehensive understanding of the concepts and theories learned throughout the course, each student will present a case study as part of a group (each group consists of 4-5 students) in the final two weeks of the quarter. Each group will select a Seattle neighborhood as the case study for this project, along with a relevant urban planning or design topic that they would like to focus on. To effectively engage with your case study, it is important to conduct a visual survey of the neighborhood and refer to other secondary sources of information such as newspaper reports, official reports, media interviews etc. This will help you come up with issues/topics that are relevant to your case study. This is the topic you should focus on for your case study.

To ensure that there is no overlap in neighborhood and/or topic, students will have the opportunity to consult with the instructor/teaching assistant before they begin their group work. Students should inform the instructor/TAs of their selection of neighborhood and associated topics/issues by April 11 through an online post in the discussion forum “Group Project-Neighborhood Selection” on canvas. You will receive the approval by the instructors at the latest by April 15. Each should plan to visit the case study neighborhoods at the earliest possible opportunity. On April 27, we will discuss the progress on the group project in-class. Each group is expected to share the results of their visual survey, and various aspects of the issues/topics that they are focusing on. Instructors will provide feedback and suggestions for improvements.

Each group will present their work consisting of results of the visual survey, comprehensive analysis of the issues/topics that the group focused on, and, recommendations for policy actions to address the issues identified, in a power-point/multimedia presentation. In addition to presenting their case, each group needs to pose 2 to 3 questions about the case at the end of the presentation to facilitate class discussion. Each presentation should be about 15 minute long, with additional 5 to 10 minutes for class discussions. The order of presentations will be based on a random lottery drawn on May 18 in class.

Key Dates for the Group Project:

- Mar 28: Introduction to the Group Project
- April 11: Post your selection of the case study neighborhood and proposed urban planning and design topic/issue that you will focus on.
- April 15: Instructor approval of Neighborhood and focus topic
- April 27: In-class discussion on Group Project Status
- May 18: Finalization of Presentation Schedule
- May 23, 25, 30 and June 1: Final presentations

Late Assignment Policy

Not submitting the assignments on time is a problem. It raises ethical issues (if I give you more time, do I need to give everyone more time too), and will affect your performance in subsequent assignments and class participation, as each of the assignments is designed to help you with subsequent coursework. **Therefore, all late submission will entail a penalty of -10% for every day of delay.** Please do your best to turn in your assignments on time. However, if you have a compelling and legitimate reason for late submission, I will consider extensions on case-by-case basis. But, I need to be contacted **at least 2 days before the assignment due date.** I will not entertain excuses for late submission after the due date.

Academic Integrity Statement

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW College of Built Environment is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. It is in your best interest to follow all policies laid out here and elsewhere on the university website, and familiarize yourself with the university guidelines for academic honesty. This page explains what academic misconduct is, how the UW deals with it, and how you can avoid committing it:

<http://www.washington.edu/uua/advising/help/academicintegrity.php>

Academic Accommodations

If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 448 Schmitz, 206-543-8924 (V) or 206-543-8925 (TTY). If you have a letter from Disability Resources for Students indicating you have a disability that requires academic accommodations, please meet with the instructor as soon as possible to discuss the accommodations you need. Disability Resources for Students (www.disability.uw.edu) offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS.

Detailed Lecture Schedule

Week	Date	Topics and Assignments
1	Mar 28	<p>Orientation – Course organization Introduction to Group Project Need for Planning and Concerns of Planning</p> <p>Readings: Levy Chapter 1</p> <p>Assignment Essay 1: Detroit Due by 9 pm April 10, 2017 To be submitted online Word limit 750-1000 words Based on documentary <i>Redefining Dreamland</i>, available on the canvas website.</p> <p>Question: Detroit was at the heart of the 20th-century's revolution in industry and labor organization. It now faces many complicated struggles that are being seen around the rest of the country. Based on the documentary "Redefining Dreamland" identify the key challenges being faced by the city, and summarize what is being done to revive this city. What do you think are the two most important policy actions that are necessary to transform Detroit into a vibrant city?</p>
	Mar 30	<p>Urbanization and Urban Environments</p> <p>Readings: Levy Chapter 2</p>
2	Apr 4	<p>History of Planning in America</p> <p>Readings: Levy – Chapters 3 and 4</p>
	Apr 6	<p>Legal Basis for Planning Comprehensive Plan & Tools of Land Use Planning</p> <p>Readings: Levy – Chapter 5, 8 & 9</p> <p><i>Post your selection of the case study neighborhood and proposed urban planning and design topic/issue that you will focus on canvas discussion forum "Group Project-Neighborhood Selection" by April 11.</i></p>
3	Apr 11	<p>Lecture: Urban Design – the Challenge of Aesthetics</p> <p>Readings: Levy – Chapter 10</p> <p>Essay 2: Public spaces and cities Due by 9pm April 17, 2017 To be submitted online Word limit 750-1000 words Based on documentary <i>The Social Life of Small Urban Spaces</i>, available on the canvas website</p> <p>Question: Can we design cities without designing buildings and public spaces? How can zoning and other design controls improve our public spaces?</p>

Week	Date	Topics and Assignments
	Apr 13	<p>Transportation Planning</p> <p>Readings: Levy – Chapter 12</p> <p><i>Ensure that you have received Instructor’s approval for your choice of case study neighborhood and focus topic by April 15. If you have not received it by then, email the instructor.</i></p>
4	Apr 18	<p>Planning, Politics and Social Issues</p> <p>Readings: Levy - Chapters 6 & 7</p> <p>Essay 3: Pruitt-Igoe housing project Due by 9pm April 24, 2017 To be submitted online Word limit 750-1000 words Based on documentary <i>The Pruitt-Igoe Myth</i>, available in the library and on Netflix.</p> <p>Question: Summarize the causes of the failure of Pruitt-Igoe housing project? What are key lessons that can be learned from failure of Pruitt-Igoe with respect to promoting public housing as a viable solution for increasing housing affordability.</p>
	Apr 20	<p>Housing, Urban Renewal and Community Development</p> <p>Readings: Levy – Chapter 11</p>
5	Apr 25	<p>Urban Planning – Food Systems and Public Health Concerns</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Handy, S.L., Boarnet, M.G., Ewing, R. and Killingsworth, R.E., 2002. How the built environment affects physical activity: views from urban planning. <i>American journal of preventive medicine</i>, 23(2), pp.64-73. 2. Born, B. and Purcell, M., 2006. Avoiding the local trap scale and food systems in planning research. <i>Journal of Planning Education and Research</i>, 26(2), pp.195-207.
	Apr 27	<p>Group Project – Discussions and Updates</p> <p>Each group will share the visual documentation of their neighborhoods and summarize the key issues they are focusing on.</p>
6	May 2	<p>Mid-Term Exam on ALL MATERIAL covered until April 20</p>
	May 4	<p>Economic Development Planning</p> <p>Readings: Levy – Chapter 13</p>

Week	Date	Topics and Assignments
7	May 9	<p>Suburbanization</p> <p>Readings (available on Canvas):</p> <ol style="list-style-type: none"> Kotkin, Joel. "Suburbia: homeland of the American future." <i>The next American city</i> 11 (2006): 29. Orfield, Myron. "The New Suburban Typology." <i>American metropolitics: The new suburban reality</i>. Brookings Institution Press, 2011. <p>Essay 4: Suburbanization Due by 9pm May 15, 2017 To be submitted online Word limit 750-1000 words Based on documentary <i>Sprawling from Grace</i>, available in the library and can also be watched at this website http://www.snagfilms.com/films/title/sprawling_from_grace</p> <p>Question: What is the difference between "urbanism" and suburbanism", and how do the two differ as "ways of life"? What are social consequences of sprawl? What planning policies can be used to control sprawl?</p>
	May 11	<p>Growth Management and Planning for Metropolitan Regions</p> <p>Readings: Levy - Chapter 14 & 16</p>
8	May 16	<p>Environmental and Energy Planning</p> <p>Readings: Levy – Chapter 15</p>
	May 18	<p>Broader Concerns of Planning Hazard Mitigation, and Climate Change</p> <p>Readings:</p> <ol style="list-style-type: none"> Godschalk, D.R., 2003. Urban hazard mitigation: creating resilient cities. <i>Natural hazards review</i>, 4(3), pp.136-143. Grimm, N.B., Faeth, S.H., Golubiewski, N.E., Redman, C.L., Wu, J., Bai, X. and Briggs, J.M., 2008. Global change and the ecology of cities. <i>science</i>, 319(5864), pp.756-760. <p><i>Finalization of the presentation schedule for group presentations</i></p>
9	May 23	Final Presentations
	May 25	Final Presentations
10	May 30	Final Presentations
	Jun 1	Final Presentations
	Jun 6	FINAL EXAMINATION (4:30-6:20pm in SIG 134)