

HUBERT H. HUMPHREY SCHOOL OF PUBLIC AFFAIRS
Urban & Regional Policy and Planning

PA4200 –Urban and Regional Planning

Fall Semester 2015, Class Meetings: 4:00 pm – 5:15 pm, Tuesday and Thursday
60 Humphrey School

Instructor:

Frank Douma

Office: Humphrey 295F

Office Hours: Tuesdays and Thursdays 2:00 – 3:30 (except for possibly Sept. 24 and Nov. 5) or by appointment

Telephone 612-626-9946

Email: fdouma@umn.edu

COURSE DESCRIPTION

This course is geared toward upper division undergraduate students who are curious about a career in urban and regional planning, or simply want to know how planning works and affects our lives. It is an introductory class that gives an overview of planning theory and practice, with primary attention to current issues in planning practice in the United States. The content covers land use, urban design, transportation, community development, housing, and environmental planning problems within the broader context of the historic development of cities, political processes, and regional and national economic forces. The relationship between planning theory and the planning process (or how planning actually occurs) will be a constant theme in the course. We will engage the material from three perspectives:

1. An Overview of Cities and Urban Planning
2. Perspectives and Strategies in Planning
3. Urban Planning Tools and Practice

COURSE OBJECTIVES

After this course, you will be expected to:

1. Identify how major social, political, and economic forces have shaped urban development in the U.S.;
2. Understand the primary tenets of the urban planning profession;
3. Describe approaches for examining urban form and function;
4. Discuss whose interests are served (and not served) by urban planners and plans; and
5. Evaluate and suggest responses to current policy and planning challenges affecting U.S. urban areas, with a particular focus on the Twin Cities.

The goals and expectations of this course are ambitious. Over the course of the semester, you will gain an appreciation for the complexity of urban areas and an understanding of what urban planners do and the possibilities and limitations that they face.

REQUIRED MATERIALS

I have chosen to make *Contemporary Urban Planning, 10th Edition*(2013) by John M. Levy the required text for this course. Note that it may available in an e-book version that costs substantially less than the paper version. I have also asked that a copy be placed on reserve at Wilson library. Please let me know if you have difficulty obtaining a copy of this book one way or another.

You will also need to purchase and download three case studies from the Kennedy School of Government’s Case Study Program. The case studies you will need to purchase are:

1. Plans versus Politics: New Orleans after Katrina (Case #1862.0)
2. Portland's Urban Growth Boundary and Housing Prices (A): The Debate (Case #1703.0)

Obtaining these case studies will cost just over \$10. To purchase and download the cases, go to the following website: <https://cb.hbsp.harvard.edu/cbmp/access/38382531>

This should bring you to a page where you can purchase and download the cases all at once. Please let me know if you have any problems obtaining these cases.

There are a other readings for this course that you can find and download on the through the eReserve system from the Library at <https://reserves.lib.umn.edu/>

Several of these are “supplemental” readings. While these are not required, I highly recommend them as they provide additional perspectives and insights not offered in the required readings. You may find this information to be very useful in class discussion and written assignments.

You should read all assigned readings **PRIOR** to coming to class. You are also expected to come prepared to discuss the readings so taking notes on the readings is strongly advised.

More information can be found at the Moodle website:

Use of this technology (Moodle) will sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the same class.

COURSE REQUIREMENTS and GRADING

This course has five grading components consisting of class attendance and participation; reading response papers; one short written assignment (a critical description of a planning meeting); a mid-term exam and a final small group project.

Attendance/Participation	10 points (10%)
Reading Response Papers	10 points (10%)
Participation in a Plan	10 points (10%)
Mid-Term Exam	20 points (20%)
Final Project	50 points (50%)
2 sections @10 pts each	20 points
Presentation	10 points
Jury Score	10 points
Peer evaluation	10 points
<hr/>	
Total Points	100 points (100%)

Attendance/Participation: I expect you to attend class. In addition to attending class, I expect you to have something to say. I will randomly call on students, especially those who do not participate voluntarily. I do this because I expect that as you do the class readings, you will develop opinions about what you read. I, and the other students, am interested in what you think so please share your thoughts with the other students. Also, it is my hope that students will have differing opinions. Discussion and debate is a foundation of learning but we need to be respectful of other people's opinions.

Reading Response Papers: You are responsible for turning in short papers at many class meetings over the first part of the semester that respond to questions about the required reading for that class. I will provide the questions at least one class prior to the day the paper is due. Papers are due at the *beginning* of class on the due date. I will not accept late or emailed papers. Papers can be **no more** and not substantially less than 1-page, double-spaced with normal margins and 12 pt. font.

The short nature of these assignments make them more difficult than you might realize, so don't wait until 12 minutes before class to complete them. The goal of the reading response papers is to a) ensure you engage the reading and b) give you a chance to reflect on issues relating to the course. These assignments give you the opportunity to practice formulating your opinions in a clear and concise manner. Writing and thinking critically are skills, like any other, that require practice. You will receive **1** point for each paper you turn in (you can earn **10 points** total). Failing to respond to the questions and failure to turn in a paper will result in zero points. (If you turn in a paper that I determine to be unresponsive, I will provide a short explanation of my reasoning.)

Practical Planning: A variety of planning meetings occur in the twin cities nearly every week. Your assignment is to write a review of the performance at two public meetings. You select a city, attend the Planning Commission meeting, and the following City Council Meeting where the cases considered by the Planning Commission are decided on.

These meetings are typically on a monthly cycle. You should arrange to attend the two meetings in October.

As background, get a copy of the "Packet" (often online at the city's website), review the written recommendation of the staff. Hopefully some of the items on the agenda will be contested. The adversarial discussion during the meetings will make it more interesting and clarify the answers to the questions I want you to respond to. Follow on to the City Council, attend the entire meeting, and observe the debate there.

Describe the meetings and the outcome.

Based on your observation of the process and the documents, please answer these two questions:

1. What was the role or purpose or usefulness of the City's Comprehensive Plan in guiding the argument, recommendation, or decision, and
2. What was the basis for overall support or opposition to the proposals?

Successful papers will provide a description and critical account of what happened in the meeting you chose to attend. Papers can be no more than three pages, double-spaced with normal margins and 12 pt. font. I will grade papers based on your writing style, and how well you summarize and critically evaluate the event (you can earn **10 points** total). Again, papers are due by the *beginning* of class on Tuesday, November 3 (or before) and I will not accept late or emailed papers.

Exams: There will be one mid-term exam in this course, (Tuesday, October 20th). **This exam will consist of an essay, short answer questions, and multiple choice questions.** I will make a selection of essay questions available one week before the exam, and I will select one for you to answer during the exam. You can earn a total of **20 points** for the mid-term exam.

Final Project: Over the course of the semester, you will learn skills and gain insights into what cities must consider in their day-to-day operations as well as in developing and being guided by their comprehensive plan. This assignment will challenge you to work with a few of your classmates to create a comprehensive plan for a fictional city over the latter half of the semester. While this project constitutes half of your grade, this grade is composed of several elements:

- Each member of your team will be responsible for 2 “chapters” of the plan, which should be no more than five pages, double-spaced with normal margins and 12 pt. font. I will grade papers based on the quality of your writing and the degree to which you cover the topic as it is addressed in the reading and class discussion. (you can earn **10 points for each section** you write).
- Your team will present the overall plan to a guest jury of professional planners, sitting as your city’s City Council. I will award up to **10 points** to each team member based upon the quality and comprehensiveness of the presentation (2 points each), the degree it summarizes the written chapter (2 points), and the degree it connects with the presentations from the rest of the team (4 points).
- The jury members will be asked to score your team’s presentation, evaluating its clarity, cohesiveness and professionalism. Each jury member may award up to 10 points, and I will allocate the average of all jury member’s scores to each member of the presentation team. In this case only will each member of the presentation team earn the same score.
- Finally, you each will be asked to evaluate your teammates, including yourself. I will allocate the average the score given to each member, **up to 10 points**, toward the final grade

I will provide a synopsis of the possible cities after the mid-term exam, and provide class time for the teams to work on each chapter.

Final Grades: At the end of the class I will add up the number of points you have earned to determine your grade, according to the following scale:

94 – 100 points = A
90 – 93 points = A-
87 – 89 points = B+
83 – 86 points = B
80 – 82 points = B-
77 – 79 points = C+
73 – 76 points = C
70 – 72 points = C-
66 – 69 points = D+
60 – 65 points = D
Less than 60 points = F

You should use grading as feedback, rather than a measure of your worth as a human being. I have been warned about grade inflation, so keep in mind that receiving a ‘B’ represents good performance in this class. Students who fail to engage the material, consistently miss lectures, and give little or no effort in this course usually earn a ‘D’ or an ‘F.’

Additional information on the University's policy on grading can be found at:
<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

OTHER THINGS

AVOID DISAPPEARING: Students occasionally get into trouble, get behind in reading, fail to turn in an assignment, or have other difficulties and then stop coming to class. Do not do that. I am here to help you get through this class. If you start to get into trouble, contact me as soon as possible, so we can make a plan to get you back on track. Contrary to popular belief, instructors want you to be successful and are here to help you be successful.

WRITING: Writing effectively is an important part of this class. I strongly urge you to investigate the UMN Writing Center and the services that they offer for students (<http://www.writing.umn.edu>). Seeking help for your writing does not mean that you are a bad writer – it means that you are smart enough to know that everyone (including myself) could use help improving their writing.

WRITING FORMAT: All papers are required to be in APA 6th edition format. APA is a way of standardizing how papers are formatted so every paper looks the same way. This allows readers to avoid having to decipher how things are formatted from paper to paper. If you are unfamiliar with APA format, there are learning guides on-line as well as a book which shows the details of APA format. This link has some of the more common formatting. <http://owl.english.purdue.edu/owl/resource/560/01/>

MAKE UP WORK FOR LEGITIMATE ABSENCES: I will not penalize anyone for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

If you find that any of these circumstances will prevent you from attending a class, participating in an exam or turning in an assignment, please let me know at the earliest possible moment, and we can discuss how to get you back in step with your classmates.

INCOMPLETES: I do not give out incompletes except in the most dire of circumstances. Please plan ahead to finish all of the course work during the allotted time period.

PERSONAL ELECTRONIC DEVICES: Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

As such, I ask that you please turn off you cell phone before class. Laptops may be used in this class only if the Internet access is disabled. This means no browsing the Internet, sending or receiving e-mails, or instant messaging during class. If you violate this rule, I will ask you to refrain from using a laptop during the rest of class. It is not possible for someone to be on the Internet and focus on class at the same time.

PET PEEVES: Also, there is no gum chewing or eating in class. There is no reading of non-class materials during class.

SCHOLASTIC HONESTY: You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <Http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please feel free to ask me. I include lifting work from another person or from another course as plagiarism. By "work" I mean paragraphs, sentences or even ideas. Taking someone else's words or ideas and not properly giving them credit through citations is theft and below what a scholar should be.

APPROPRIATE STUDENT USE OF CLASS NOTES AND COURSE MATERIALS: Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

STUDENT CONDUCT CODE: The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>.

DISABILITIES: The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability, and I will provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations. For more information, please reference Disability Services: <http://ds.umn.edu/student-services.html>.

SEXUAL HARASSMENT The University as an institution, and I as a person, will not tolerate any kind of sexual harassment. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. This kind of conduct unreasonably interferes with work and academic performance and creates an untenable classroom environment. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AND AFFIRMATIVE ACTION: The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu. Website at www.eoaa.umn.edu.

You may also be interested in the Humphrey School's recently adopted Diversity Strategic and Action Plan, 2012 – 2017. I can provide you with a copy, or you may contact the Humphrey School's Dean's Office.

COURSE SCHEDULE

Week-Date Topic of Class	READ BEFORE CLASS	DUE BEFORE CLASS	IN-CLASS ACTIVITIES
Week 1 September 8	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	Course Overview, and Practical Planning Paper assigned
Week 1 September 10 What is Planning	<p>Required</p> <ul style="list-style-type: none"> • Levy, Chap. 1, and pp. 358-359 <p>Supplemental</p> <ul style="list-style-type: none"> • American Planning Association, “What is Planning?” • Dalton, Linda C. 2007. “Preparing Planners for the Breadth of Practice.” <i>Journal of the American Planning Association</i> 73(1): 35-48. • Campbell, Heather and Robert Marshall. 2002. “Utilitarianism’s Bad Breath? A Re-Evaluation of the Public Interest Justification for Planning.” <i>Planning Theory</i> 1(2): 163-187 	1 page answer to Reading Response Question #1	Lecture, “What Is Planning?”
Week 2 September 15 Planning theory: Why should we plan?	<p>Required</p> <ul style="list-style-type: none"> • Levy, Chap. 19 <p>Supplemental</p> <ul style="list-style-type: none"> • Richard E. Klosterman. 1985. “Arguments for and Against Planning.” Reprinted in <i>Readings in Planning Theory</i>, Scott Campbell and Susan Fainstein, eds. Oxford: Blackwell Publishers (pp. 150-168). • Rittel, Horst W. J. and Melvin M. Webber. 1973. “Dilemmas in a General Theory of Planning.” <i>Policy Sciences</i> 4: 155-169. • Richardson, Harry W. and Peter Gordon. 1993. “Market Planning: Oxymoron or Common Sense?” <i>Journal of the American Planning Association</i> 59(3): 347-353. • Richard E. Fogelson. 1986. “Planning the Capitalist City.” Pp. 18-24 in <i>Planning the Capitalist City</i>, Princeton: Princeton University Press. 	1 page answer to Reading Response Question #2	Lecture, “(Why) Should We Plan?”

<p>Week 2 September 17</p> <p>Origin of cities; History of cities in US</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 2 and pp. 359-360 <p>Supplemental</p> <ul style="list-style-type: none"> Lewis Mumford. 1938. "What is a City?" Reprinted in <i>The City Reader</i>, R.T. LeGates and F. Stout (eds.). New York: Routledge, 92-96. Kingsley Davis. 1965. "The Urbanization of the Human Population." Reprinted in <i>The City Reader</i>, R.T. LeGates and F. Stout (eds.). New York: Routledge: 3-13. 	<p>1 page answer to Reading Response Question #3</p>	<p>Lecture, "History of Urbanization"</p>
<p>Week 3 September 22</p> <p>History of planning I</p>	<ul style="list-style-type: none"> Required Levy, Chap. 3 Supplemental Frederick Law Olmsted. 1996. "Public Parks and the Enlargement of Towns." Reprinted in <i>The City Reader</i>, R.T. LeGates and F. Stout (eds.). New York: Routledge: 314-324. 	<p>1 page answer to Reading Response Question #4</p>	<p>Lecture, "History of Planning: Part I"</p>
<p>Week 3 September 24</p> <p>History of planning II</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 4, and pp.372 - 375 Kenneth T. Jackson. 1985. "Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market," in <i>Crabgrass Frontier: The Suburbanization of the United States</i>. New York: Oxford University Press, pp. 190-218. <p>Supplemental</p> <ul style="list-style-type: none"> Edward J. Kaiser and David R. Godschalk. 1995. "Twentieth Century Land Use Planning: A Stalwart Family Tree." Reprinted in <i>The City Reader</i>, R.T. LeGates and F. Stout (eds.). New York: Routledge: 375-395. Richard E. Foglesong. 1986. "Planning the City Practical." Pp. 199-232 in <i>Planning the Capitalist City</i>, Princeton: Princeton University Press. Baldassare, Mark. 1992. "Suburban Communities." <i>Annual Review of Sociology</i> 18: 475-494. 	<p>1 page answer to Reading Response Question #5</p>	<p>Lecture, "History of Planning: Part II"</p>
<p>Week 4 September 29</p> <p>Legal basis of planning</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 5 	<p>1 page answer to Reading Response Question #6</p>	<p>Lecture and Discussion, "The Legal Basis of Planning"</p>

<p>Week 4 October 1 Social Issues</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 7 <p><u>AND CHOOSE ONE:</u></p> <ul style="list-style-type: none"> Barnes, William R. 2005. "Beyond Federal Urban Policy." <i>Urban Affairs Review</i> 40(5): 575-589. Wilson, William J. 1987. "Social Change and Social Dislocations in the Inner City." Pp. 20-62 in <i>The Truly Disadvantaged</i>. Chicago: University of Chicago Press. <p>Alice O'Connor. 1999. "Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities," in <i>Urban Problems and Community Development</i>, Ronald Ferguson and William Dickens (Eds.). Washington, DC: Brookings Institution Press, pp. 77-138.</p>	<p>1 page answer to Reading Response Question #7</p>	<p>Lecture, "Social Issues in Planning"</p>
<p>Week 5 October 6 Planning, politics and the "public interest"</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 6 Leonie Sandercock and Kim Dovey. 2002. "Pleasure, Politics, and the 'Public Interest.'" <i>Journal of the American Planning Association</i> 68(2): 151-164. <p>Supplemental</p> <ul style="list-style-type: none"> Robert Caro. 1974. "Introduction: Wait Until Evening." In <i>The Power Broker</i>, New York: Vintage Books, pp. 1-21. Sherry Arnstein. 1969. "A ladder of citizen participation." Reprinted in <i>The City Reader</i>, R.T. LeGates and F. Stout (eds.). New York: Routledge: 240-252. John Forester. 1987. "Planning in the Face of Power." In <i>Planning in the Face of Power</i>, Berkeley: University of California Press, pp. 27-47. 	<p>1 page answer to Reading Response Question #8</p>	<p>Lecture and Discussion, "Planning, Politics and the Public Interest"</p>
<p>Week 5 October 8 Planning in Other Nations</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 18 	<p>1 page answer to Reading Response Question #9</p>	<p>Lecture and Discussion, "Another Way? Planning in Other Nations"</p>

Week 6 October 13 Values and ethics	Required <ul style="list-style-type: none"> William H. Lucy. 1988. "APA's ethical principles include simplistic planning theories." Reprinted in <i>Readings in Planning Theory</i>, edited by Scott Campbell and Susan F. Fainstein. Cambridge, MA: Blackwell Publishers. Pps. 479-484. Baum, Howell. 1998. "Ethical Behavior is Extraordinary Behavior: It's the Same as All Other Behavior," <i>Journal of the American Planning Association</i> 64 (4): 411-423. 		Lecture and Discussion, "Ethics and Planning" and Introduction to final project
Week 6 October 15 Consensus building and planning	Required <ul style="list-style-type: none"> Innes, Judith E. 1996. "Planning Through Consensus Building," <i>Journal of the American Planning Association</i> 62(4):460-473. 	1 page answer to Reading Response Question #10	Lecture and Discussion, "Consensus Building," and Review for Mid-term
Week 7 October 20 Midterm exam	<ul style="list-style-type: none"> None 		Mid-term Exam
Week 7 October 22 Comprehensive Plans	Required <ul style="list-style-type: none"> Levy, Chap. 8 Review <i>The Minneapolis Plan</i> http://www.minneapolismn.gov/cped/planning/cped_comp_plan_2030 Supplemental <ul style="list-style-type: none"> Neuman, Michael. 1998. "Does Planning Need the Plan?" <i>Journal of the American Planning Association</i> 64(2): 208-221. 	1 page answer to Reading Response Question #11, and small group "survey"	Lecture and Discussion, "Comprehensive Plans" and Small Groups assigned
Week 8 October 27 Planning for metropolitan regions	Required <ul style="list-style-type: none"> Levy, Chap. 16 		Lecture, "Planning for Metropolitan Regions" and time for discussing "Governance" section in small groups

<p>Week 8 October 29 Tools of land use planning</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 9 	<p>Try your hand at zoning: http://blocksandlots.net/ (may require Chrome or Explorer)</p>	<p>Lecture, “Tools of Land-Use Planning,” Class activity and time for discussing “Land Use” section in small groups</p>
<p>Week 9 November 3 Urban design</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 10 <p>Supplemental</p> <ul style="list-style-type: none"> Le Corbusier. 1929. “A Contemporary City.” Reprinted in <i>The City Reader</i>, R.T. LeGates and F. Stout (eds.). New York: Routledge: 336-343. 	<ul style="list-style-type: none"> Practical Planning Paper DUE “Governance” drafts 	<p>Lecture, “Urban Design” and time for discussing “Urban Design” section in small groups</p>
<p>Week 9 November 5 Urban renewal & community development</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 11 	<p>“Land Use” drafts</p>	<p>Lecture, “Urban Renewal and Community Development,” Class activity and time for discussing “Community Development” section in small groups</p>
<p>Week 10 November 10 Economic development planning</p>	<p>Required</p> <ul style="list-style-type: none"> Levy, Chap. 13 	<p>“Urban Design” drafts</p>	<p>Lecture, “Economic Development Planning,” Guest Speaker: Kim Berggren, AICP, Director of Community Development, City of Brooklyn Park, and time for discussing “Economic Development” section in small groups.</p>

Week 10 November 12 Transportation planning	Required <ul style="list-style-type: none"> Levy, Chap. 12, pp. 361-362, and 369-372 	“Community Development” drafts	Lecture, “Transportation Planning” and time for discussing “Transportation” section in small groups
Week 11 November 17 Environmental & energy planning	Required <ul style="list-style-type: none"> Levy, Chap. 15, and pp. 362-368 	“Economic Development” drafts	Lecture, “Environmental Planning” and time for discussing “Environment and Energy” section in small groups
Week 11 November 19 Growth management, smart growth & sustainable development	Required <ul style="list-style-type: none"> Levy, Chap. 14 Supplemental <ul style="list-style-type: none"> Campbell, Scott. 1996. “Green Cities, Growing Cities, Just Cities?: Urban Planning and the Contradictions of Sustainable Development.” <i>Journal of the American Planning Association</i>, 62(3): 296-312. 	“Transportation” drafts	Lecture, “Growth management” and time for discussing “Growth Management” section in small groups
Week 12 November 24 Planning case study: Portland urban growth boundary	Required <ul style="list-style-type: none"> Portland's Urban Growth Boundary and Housing Prices (A): The Debate (Case #1703.0) Supplemental <ul style="list-style-type: none"> Jun, Myung-Jin. 2006. “The Effects of Portland’s Urban Growth Boundary on Housing Prices.” <i>Journal of the American Planning Association</i> 72(2): 239-243. Downs, Anthony. 2005. “Smart Growth: Why We Discuss It More than We Do It.” <i>Journal of the American Planning Association</i> 71(4): 367-380. Gordon, Peter and Harry Richardson. 1997. “Are Compact Cities a Desirable Planning Goal?” <i>Journal of the American Planning Association</i> 63(1): 95-127. 	“Environment and Energy” drafts	Discussion of Portland Case Study

Week 13 December 1 Planning case study: Hurricane Katrina	Required <ul style="list-style-type: none"> Plans versus Politics: New Orleans after Katrina (Case #1862.0) Supplemental <ul style="list-style-type: none"> UNOP Recovery Assessment 	“Growth Management” drafts	Discussion of Hurricane Katrina case
Week 13 December 3 Hurricane Katrina, II	Required <ul style="list-style-type: none"> Robert B. Olshansky. 2006. “Planning After Hurricane Katrina.” <i>Journal of the American Planning Association</i>, Vol. 72(2), 147-153. Campanella, Thomas. 2006. “Urban Resilience and the Recovery of New Orleans.” <i>Journal of the American Planning Association</i> 72(2): 141-146. Kates, R. W., C.E. Colten, S. Laska, and S.P. Leatherman. 2006. “Reconstruction of New Orleans after Hurricane Katrina: A research perspective.” <i>Proceedings of the National Academy of Sciences</i> 123(40): 14653-14660. 		Discussion of Hurricane Katrina case
Week 14 December 8 Group presentations	<ul style="list-style-type: none"> None 		
Week 14 December 10 Group presentations	<ul style="list-style-type: none"> None 		
Week 15 December 15 Course wrap-up	Required <ul style="list-style-type: none"> Leonie Sandercock. 2004. “Towards a Planning Imagination for the 21st Century.” <i>Journal of the American Planning Association</i>. Spring 70(2): 133-141. Myers, Dowell and Tridib Banerjee. 2005. “Toward Greater Heights for Planning.” <i>Journal of the American Planning Association</i> 71(2): 121-129 		