Course Overview

City and regional planning seeks not only to describe processes that relate to cities and regions, but to steward built and natural systems and to address the needs of diverse communities. Planning is interdisciplinary, drawing from the social sciences, public policy, economics, the natural sciences, the humanities, real estate and development, among other sources of knowledge and expertise to address
wicked problems. Planners model future scenarios and examine alternatives; regulate, incentivize and otherwise manage land development; inform decision makers and engage the public; partner with multiple public and private actors; and in many other ways assist in charting future courses of action. Planners operate in the context of economic and social change, conflict, and considerable hazards of uncertainty. The legacy of planning is complicated and consists of both mixed success and failures.

This course provides a critical and pragmatic path through the past, present, and future trajectories of contemporary planning practice and theory. We will discuss predictable and emerging tensions and opportunities in a field that is dynamic and ever-changing. Planning must continually respond to forces of urban change, to new paradigms and planning theories, and to shifts in expectations for professional practice. We will survey planning processes, the role of planning in relation to multiple publics and decision-makers; and the ways in which planners, politicians, citizens, and other actors seek to manage and participate in shaping the future of communities.

Learning Objectives
This course incorporates the following learning objectives:

- To develop a solid foundation for lifelong learning and advanced studies in planning and urban studies.
- To understand the historic origins of contemporary planning practice and to anticipate further advances in the field.
- To gain an understanding of the complexity of planning efforts and the need to seek out and include citizens in planning processes, especially disadvantaged and marginalized individuals and groups.
- To think analytically and critically about issues that face rural, suburban, and urban communities and the role of planning in addressing those issues.
- To communicate creatively and effectively in writing, speaking, and presenting information on planning topics.

Course Requirements
Students are expected to:

- Attendance counts. Be sure to sign the attendance sheet, which will be circulated at the beginning of class. Absences will count against your participation grade. You cannot earn an A if your attendance is spotty.
- Be on time. Coming in late disrupts the rest of the class.
- Read all required texts.
- Complete assignments on time.
- Participate thoughtfully, respectfully, and equitably in class. In other words, come to class prepared for discussion. Respect differences of opinion among classmates. You are encouraged to express enthusiasm and share information; however, a successful learning community requires sharing the floor and encouraging others to participate.
- Refrain from distractions. During lectures and class discussions, you may not use laptops, tablets, cell phones, or other technologies for web-browsing or e-mail.

Academic Integrity

You are responsible for knowing and abiding by the Cornell University Code of Academic Integrity. This course represents both a collective and individual educational journey. You have a responsibility to yourself and your classmates to make sure that your contributions are your own and that you cite the sources for ideas, text, and images. Cornell’s policies are available here: http://cuinfo.cornell.edu/Academic/AIC.html.

Texts

Several of the readings come from two primary texts:


These books are available on course reserve at the Fine Arts Library and for sale at the Cornell bookstore. Additional readings are available online via the Cornell Library, on course reserve at the Fine Arts Library, and/or otherwise distributed in class.

Evaluation

Students are expected to actively participate in all class meetings. Student work will be assessed and graded as follows:

- Weekly mini-assignments 20%
- Attend Public Meeting and Report 20%
- Click-bait Assignment 20%
- Final Exam (Will relate to readings and your adopted plan) 30%
- Class Attendance and Participation 10%

Tentative Course Schedule

The contents of this syllabus may shift throughout the semester to enhance class learning objectives and outcomes. If changes are made in the readings or assignments, this information will be communicated as early as possible.

Week 1 - What Can Planners Do? An Introduction to Planning Legacies and Wicked Problems

Tuesday August 25: No readings due. Take note of assignment due Wed at noon.

To do by Wednesday August 26 (by NOON): Weekly mini-reflection #1. Upload to Blackboard: 1) a scanned or digital photograph, drawing, or other image that represents an ideal for a rural or urban place and 2) an image that represents a damaged place. These images should be pasted into PowerPoint slides. Add the source at the bottom and your name. Label them as “Ideal Place” or “Damaged Place.” Save the images as Week1slides_yourlastname.pptx.
Think about why you chose the images that you did. Print the images or bring them on a laptop to class – and be prepare to discuss them in groups.

Read by class-time on Thursday (August 27):


*Begin looking for a recent comprehensive plan or a regional plan to adopt for the semester. Everyone will adopt a plan from a community of their choice. There can be no duplicates, so identify multiple plans that you would be willing to “adopt.”*

**Week 2 – Cities Beautiful, Social, Practical, and Modern**

Read by Tuesday (Sept. 1):


Read by Thursday (Sept. 3):

- Consider and be prepared to discuss in class:
  - Select a vision of urban development from the literature this week. What makes this vision particularly powerful, dangerous, or otherwise compelling?

**Due by end of day Friday, Sept 4:** Weekly mini-reflection #2. Write a response to the prompt from Thursday (Select a vision... what makes it particularly powerful, dangerous, or otherwise compelling?) Craft a well-written one page, single-spaced entry and upload it to Blackboard as a *Word doc.*

**Week 3 – Translating Contemporary Visions of the Future City into Plans**

Read by Tuesday (Sept. 8):

- “Adopt” a plan that you will read and analyze over the course of several mini-assignments. Indicate your selection on Blackboard by the beginning of class.

Thursday (Sept. 10):

- You should have skimmed the entire plan and have thoughts on its content and structure to share in class. Through the course of the semester, you will continue to reference the plan, reading it in more detail over time.
Week 4 – Regulatory DNA of the City, Hacking Urban Codes

Read by Tuesday (Sept. 15):

- Follow links on Blackboard to examine the New York Zoning Handbook. Scan it to find zones that interest you. Be prepared to talk about it in class.

Read by Thursday (Sept. 17):


Due by Friday (Sept. 18):

- Weekly mini-reflection #3: Try to find the zoning ordinance for the city whose plan you have adopted. Is it online? If so, submit a link to the zoning ordinance on Blackboard. If not, try to track it down. How would you access the zoning ordinance? (No more than 1 paragraph on Blackboard).
- Select a zone or overlay zone in the land use ordinance/zoning ordinance for your city, or if one is not available online, from the New York Zoning Handbook. Prepare a 1-page entry that describes why this zoning regulation is particularly important or problematic. Relate it to Tuesday’s reading.

Week 5 – Challenges to Comprehensive, Rational Planning

Read by Tuesday (Sept. 22):


Read by Thursday (Sept. 24):


Due by Friday (Sept. 25): Weekly mini-reflection #4: One paragraph summary of each reading and Clickbait proposal.
Week 6 - Regionalism and Metropolitanism

Read by Tuesday (Sept. 29):

- Fishman, Robert. The Death and the Life of American Regional Planning. See Blackboard.

Read by Thursday (Oct. 1):

- Foster, Kathryn A. “A Region of One’s Own” in Regional Planning in America: Practice and Prospect.

Due by Friday (Oct. 2):

- Individual Reflection #5: 1-page essay that relates concepts of regionalism and metropolitanism to your adopted plan. What evidence do you find of these concepts in your plan?

Week 7 - Advocacy, Equity, Participation, and the Just City

Read by Tuesday (Oct. 6):


Read by Thursday (Oct. 8):


Due by Friday (Oct. 9):

- Individual Reflection #6: 1-page essay that relates equity and social justice to your adopted plan. What evidence do you find of these in your plan?

Week 8 – Urban Movements and Planning Practice Part I (New Urbanism and Smart Growth)

October 13: Fall Break. No Class.

Read by Thursday (Oct. 15):


Due by Friday (Oct. 16):

- Individual Reflection #7: Is there a dominant theme of new urbanism in your plan? Detail evidence of it in no more than 1 page.

Week 9 -- Urban Movements and Planning Practice Part II (Planning with Nature; Sustainability; Resilience)

Read by Tuesday (Oct. 20):

- Steiner, Frederick. 2011. “Plan with Nature: The Legacy of Ian McHarg” in Regional Planning i
Read by Thursday (Oct. 22)

- Read about the APA’s Sustaining Places Initiative. Readings on Blackboard.
- Star Community Rating System: [http://www.starcommunities.org/rating-system](http://www.starcommunities.org/rating-system)

Due by Friday (Oct. 23):

- Individual Reflection #8: To what degree is sustainability and resilience a major theme or framework within your adopted plan? 1 page.

**Week 10 – Urban Movements and Planning Practice Part III (Everyday, Insurgent, Guerrilla, and Tactical Urbanism)**

Read by Tuesday (Oct. 27):

- “The Present City and the Practice of City Design” and “Urban Diaries: Improvisation in West Oakland” from *Everyday Urbanism*.
- Skim *Tactical Urbanism*. Link available via Blackboard.

Read by Thursday (Oct. 29):


Due by Friday (Oct. 30):

- Individual Reflection #9: What is compelling about these visions of urbanism? Should planners encourage subversive and temporary acts of urbanism? Why or why not? 1 page.

**Week 11 – Complete Streets and Public Space**

Read by Tuesday (Nov. 3):


Read by Thursday (Nov. 5):


Due by Friday (Nov. 6): Mini-Reflection #10: See blackboard.
**Week 12 – Scenario Planning, Resilience and a Voyage to the Archives**

This week during the class period, we will take turns visiting the planning-related collections at the Rare and Manuscript Collections in the Kroch Library. Liz Muller, Assistant Director for Technical Services & Curator of Digital and Media Collections, will be your guide. We will meet in class first and then walk over in groups.

Read by Tuesday (Nov. 10):

Read by Thursday (Nov. 12):
- Additional resources on Resilience posted to Blackboard.

Due by Friday (Nov. 13):
- Individual Deliverable: Draft of your Click-bait article in the form of a Word document. Upload to Blackboard.

**Week 13 – Creative Cities and Smart Cities**

Read by Tuesday (Nov. 17):

Read by Thursday (Nov. 19):

No weekly reflection, be prepared for class discussion.

**Week 14 - Sources of Power and Misrepresentation in Planning Practice and Research**

Read by Tuesday (Nov. 24):
- You must have attended a public meeting and submitted a report by the end of day today.

*Thanksgiving break - No class on Thursday Nov. 26*

**Week 15 – Concluding Thoughts**

Due Tuesday (Dec. 1):
• Final Click-bait article must be posted to Blog.

Thursday (Dec. 3): Discussion of Click-bait Assignments! Last day of class.

Overview of Assignments

Instructions for Individual Reflection Mini-Assignments
Periodic reading reflections must be submitted via Blackboard by the deadline. See Blackboard for further instructions.

Attend Public Meeting and Complete Reflection Report
You must attend a Planning Commission or City Council meeting or a charrette or open house related to planning. Relevant meetings will be posted to Blackboard. If you are in doubt as to whether a meeting will count toward this requirement, please ask. Attend the entire meeting, take copious notes on the items that are discussed, on any sort of public deliberation or debate about planning issues, and then write a 4-page memo on your experiences. What insights did attending the meeting, charrette, or open house yield? Did you identify anything about the conduct of the meeting that was done well or anything that was particularly confusing? How did decision-makers, staff planner, and the public interact? This assignment must be completed by Tuesday, November 24. It will not be accepted late and it is required to earn a passing grade.

Click-bait Assignment
You will create a “Click-bait” article for the class blog. This is an article, geared for the web, with a snappy, exciting title and interesting images. In this assignment, you must lure the reader in. Unlike real Click-bait, your article must get increasingly sophisticated and profound. It must relate to a concept or insight about city and regional planning. You must end with a bibliography of at least 7 sources; at least five of the sources must be from your own research, not the syllabus. You must also use in-text citations as appropriate.

You should work on this individually, although you may be allocated some time in class to develop your own idea in teams. Your click-bait article will be completed by the end of the term. The following are important deadlines:

Sept. 25 - Clickbait Proposal
Nov. 13 - Draft Click-bait article (complete, well-written, and with a bibliography) submitted as Word document
Dec. 1 - Final Click-bait article submitted on class blog

Guidelines:
• Your click-bait article may be related to any topic in planning. It must reference at least 3 of the readings in some way.
• You MAY NOT use pornography, racist, sexist, or otherwise likely to be offensive images or humor. If in doubt, talk with the TA before posting it.
• Your proposal will be graded based on the level of creativity, insight, and attention to background research and detail.
• The click-bait article should be image rich, with at least four images. You may only use only your own original images (photographs or artwork) or images that have a creative commons license. You may also scan your own artwork or use your own photographs. Any images that you use must have sources. These sources should be listed on a credits section or page. All images must have a caption that explains the image and lists the source.
• The click-bait article should be geared toward both a general audience and engaging and interesting for knowledgeable, expert readers.
• The crescendo of your click-bait article must be an important insight into planning and it must culminate in a bibliography.

Final Exam
A final exam will be administered via Blackboard after the final class. You are to complete it on your own without the help of your classmates and in reference to your own adopted plan.

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